REPORT RESUMES

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GUIDE FOR REMEDIAL READING IN THE ELEMENTARY SCHOOL, GRADES TWO THROUGH EIGHT.

BY- BLICK, ELINOR AND OTHERS
EVANSVILLE-VANDERBURGH SCHOOL CORP., IND.

PUB DATE 67
EDRS PRICE MF-$0.50 HC-$4.16 102P.

DESCRIPTORS- *CURRICULUM GUIDES, *REMEDIAL READING, *READING MATERIAL SELECTION, READING DIAGNOSIS, ELEMENTARY GRADES, JUNIOR HIGH SCHOOLS, AUDIOVISUAL AIDS, ORAL READING, READING COMPREHENSION, WORD RECOGNITION, DIAGNOSTIC TESTS, VOCABULARY DEVELOPMENT,

THE REMEDIAL READING PROGRAM OF THE EVANSVILLE-VANDERBURGH SCHOOL CORPORATION IS CONCERNED WITH INDIVIDUAL STUDENTS WHOSE READING LEVEL INDICATES A DISCREPANCY BETWEEN PERFORMANCE AND CAPACITY FOR LEARNING. THE GUIDE WAS DESIGNED FOR USE IN GRADES 2 THROUGH 8 AND IS DIVIDED INTO THREE AREAS-- (I) DIAGNOSIS, INCLUDING SELECTED INTELLIGENCE TESTS, SELECTED READING TESTS, AND USE OF REPORTING OF RESULTS, (11) MATERIALS AND FACILITIES, INCLUDING AUDIOVISUAL AIDS, AND (III) TECHNIQUES FOR TEACHING VOCABULARY, INCREASING COMPREHENSION, IMPROVING ORAL READING ABILITIES, AND MOTIVATING RECREATIONAL READING. AN ANECDOTAL RECORD, A WEEKLY PLAN SHEET, AND A YEAR-END CHECK SHEET ARE SUGGESTED AS AIDS. A BIBLIOGRAPHY OF PROFESSIONAL BOOKS AS WELL AS BOOKS FOR CHILDREN IN GRADES 1 THROUGH 6 ARE INCLUDED. THE APPENDIX CONTAINS VARIOUS DATA AND INFORMATIONAL SHEETS. (JM)

1967

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for
REMEDIAL READING
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ELEMENTARY SCHOOL

GRADES
Two through EIGHT

BLICK, ELINOR ET AL.

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION
EVANSVILLE, INDIANA

GUIDE
for
REMEDIAL READING
in the
ELEMENTARY SCHOOL

*****

Produced by Committees of Teachers During the
School Year 1966-1967

*****

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RE 000 985

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LANGUAGE ARTS PHILOSOPHY

We support the thesis that language arts is central in education, and training in the use of the language is essential for every individual. In a democratic society each individual, in order to function as an effective member of society, must learn to express himself with reasonable clarity and fluency. He must be trained to read carefully, to listen intelligently, to speak and write clearly, to appreciate good literature and worthwhile current publications, and to understand the structure and the function of his language.

The language arts area is undergoing many changes. Since there is much disagreement about the body of subject matter to be taught, we must have a sequential program which combines the best thinking of modern linguistic scholarship and current teaching practices. Since the Evansville-Vanderburgh School Corporation stresses language arts instruction from kindergarten through the senior high school, we must have a program broad enough to give each student an opportunity to develop his language power. With a clearly defined sequence of study, the language arts program will contribute to his mental, emotional, and social maturity.

The challenge....

> *Reading is so fundamentally embedded in American life and American schools that mirror-like it reflects changes both in education and in social life. For this reason, reading flings out a strong challenge to all of us. It has a scope and a sequence, a breadth and depth never before envisioned. If this vision is skillfully and enthusiastically implemented, then we should have much better readers in all decades ahead--and America should profit accordingly.*
>
> Nila B. Smith (7, p. 42)

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS i

LANGUAGE ARTS PHILOSOPHY ii

INTRODUCTION 4

PART I -- DIAGNOSIS
- Introduction 8
- Selected Intelligence Tests 10
- Selected Reading Tests 12
- How to Use Results 14
- Reporting Results 15

PART II -- MATERIALS AND FACILITIES
- Introduction 18
- Selected Materials
  - Vocabulary 20
  - Word Attack Skills 22
  - Comprehension 23
  - Oral Silent and Recreational Reading 24
  - Audio Visual Aids 25
- Facilities 26

PART III -- TECHNIQUES
- Introduction 29
- Teaching Vocabulary 30
- Developing Word Attack Skills 33
- Increasing Comprehension 38
- Improving Oral Reading Abilities 42
- Motivating Recreational Reading 43

PART IV -- A YEAR LATER 47
- Weekly Plan Sheet 49
- A Year of Remedial Reading 55

BIBLIOGRAPHY 57

APPENDIX 60

MEET REMEDIAL RICHARD

He has problems

He needs help

He doesn't like to read

He meets failure every day

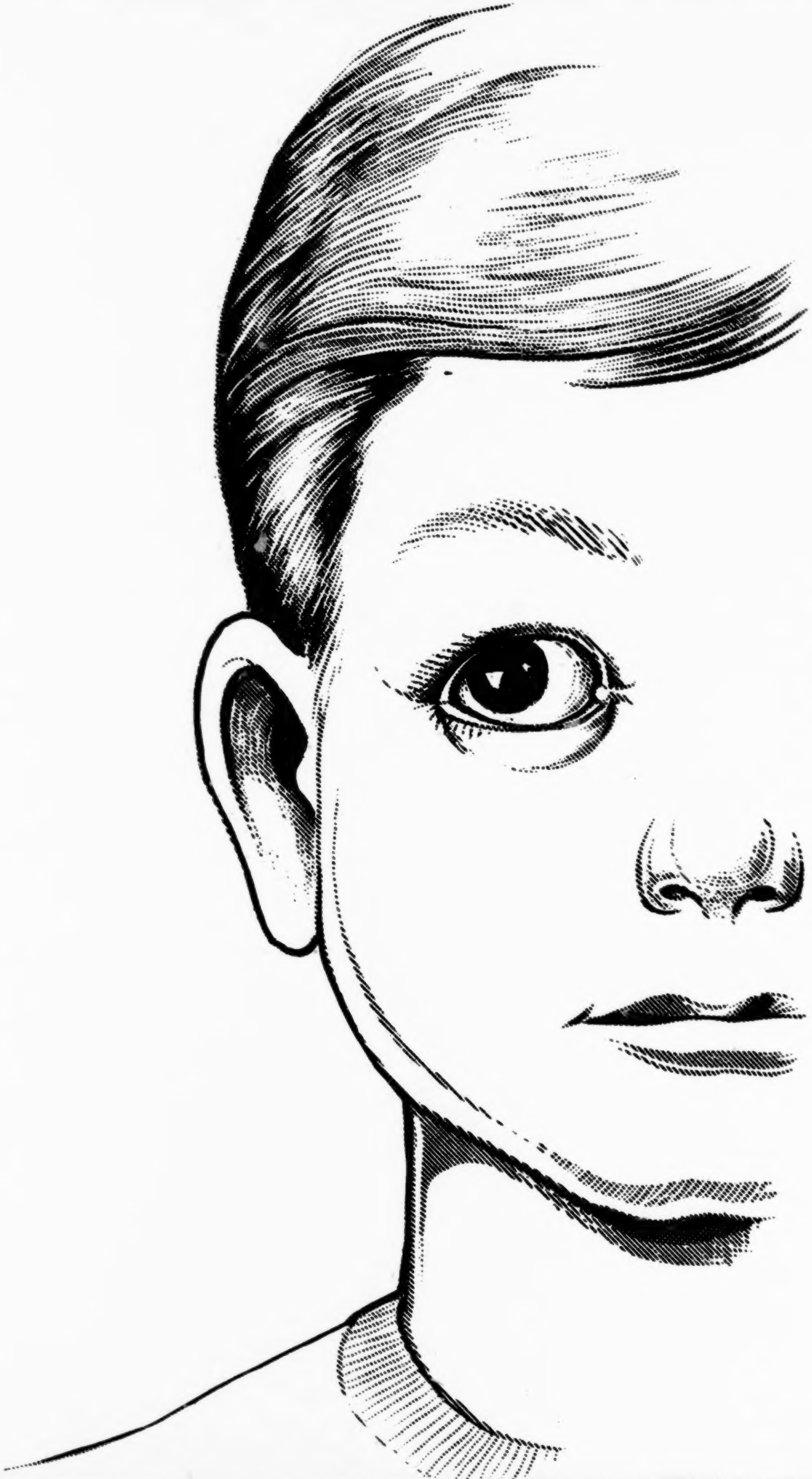
He has poor study habits

He lacks basic reading skills

He is a remedial reader

He can do better

He needs YOU!



On the role of the teacher....

> Teachers must be qualified inside for the task they undertake. How they THINK and how they FEEL are important considerations. Many brave men and women have given their all for a new way of life which we have labeled a democracy....How far a given community can go in keeping faith with this ideal depends in no small measure upon the qualifications of each classroom teacher....Responsibility is clearly seen. So let no teacher underestimate the role she is playing in future world affairs.

Emmett A. Betts (3, p. 727)

INTRODUCTION

The remedial reading program for the Evansville-Vanderburgh School Corporation is concerned with individual students whose present reading level indicates a discrepancy between performance and a capacity for learning. Characteristics that pinpoint the problems of a disabled reader are determined in relationship to his school, home, and social environment. Although our main consideration is to focus on the remedial instruction within the classroom, awareness of the other contributing factors must be recognized as limitations that can affect the continual growth of the disabled reader.

Our aim is to provide: (1) understanding of the fundamental principles of remedial reading and (2) methods of diagnosis and instruction -- so that our children may learn how to read to the maximum of their ability.

Remedial classes were begun on a limited basis in 1962 and have grown until there are now remedial classes in most of the elementary and secondary schools. In addition to these classes, there are many services available at the Reading Center which provide for:

. . . Reading clinicians to diagnose and instruct children with severe reading problems

. . . In-service training

. . . Sets of basal and co-basal readers for loan to teachers

. . . Tests, skillbooks, keys, answer sheets, and other materials

. . . Summer reading instruction

The fundamental principles of remedial reading, based upon diagnosis and advanced planning, result in daily application of systematic, individualized instruction within the grouping of the classroom. The disabled reader should not only be aware of the usefulness of his daily goals, but his instructional needs must also be seen as realistic in order to develop, within the child, an understanding of the process of reading Combined with this instruction, a rapport must be established so that the teacher is taken into the confidence of the child and his self concept, along with his abilities, can be encouraged to expand. Too, a record of the child's progress, where he is in competition with his own previous performance, can stimulate his incentive for persistence as well as serve as an evaluation to indicate when a change in instructional methods is needed.

The methods of diagnosis deal with the children's potential abilities, present reading skills, weaknesses, and habits -- in order to begin instruction and correction of individual deficiencies in reading on the necessary levels. The remedial reading teacher makes this diagnosis on those children referred by the classroom teachers on Form S-1 (see appendix). If results indicate a child is in need of a more complete diagnosis, a referral can be made to the Reading Center. To be continuous, diagnosis must contain information of the children including tests, health records, family background, school performance, and emotional character traits.

Following the Table of Contents is a specific outline to introduce available materials for diagnosis, instruction, and techniques that our children may be motivated to read to the maximum of their ability.

On reading....

> Reading means different things to different people....Reading means different things to the same person at different times....Those of us who have a responsibility for teaching reading, however, must be conscious of its complexity, alert to the various uses of the word, and cognizant of the dangers of misinterpreting the meaning of reading.

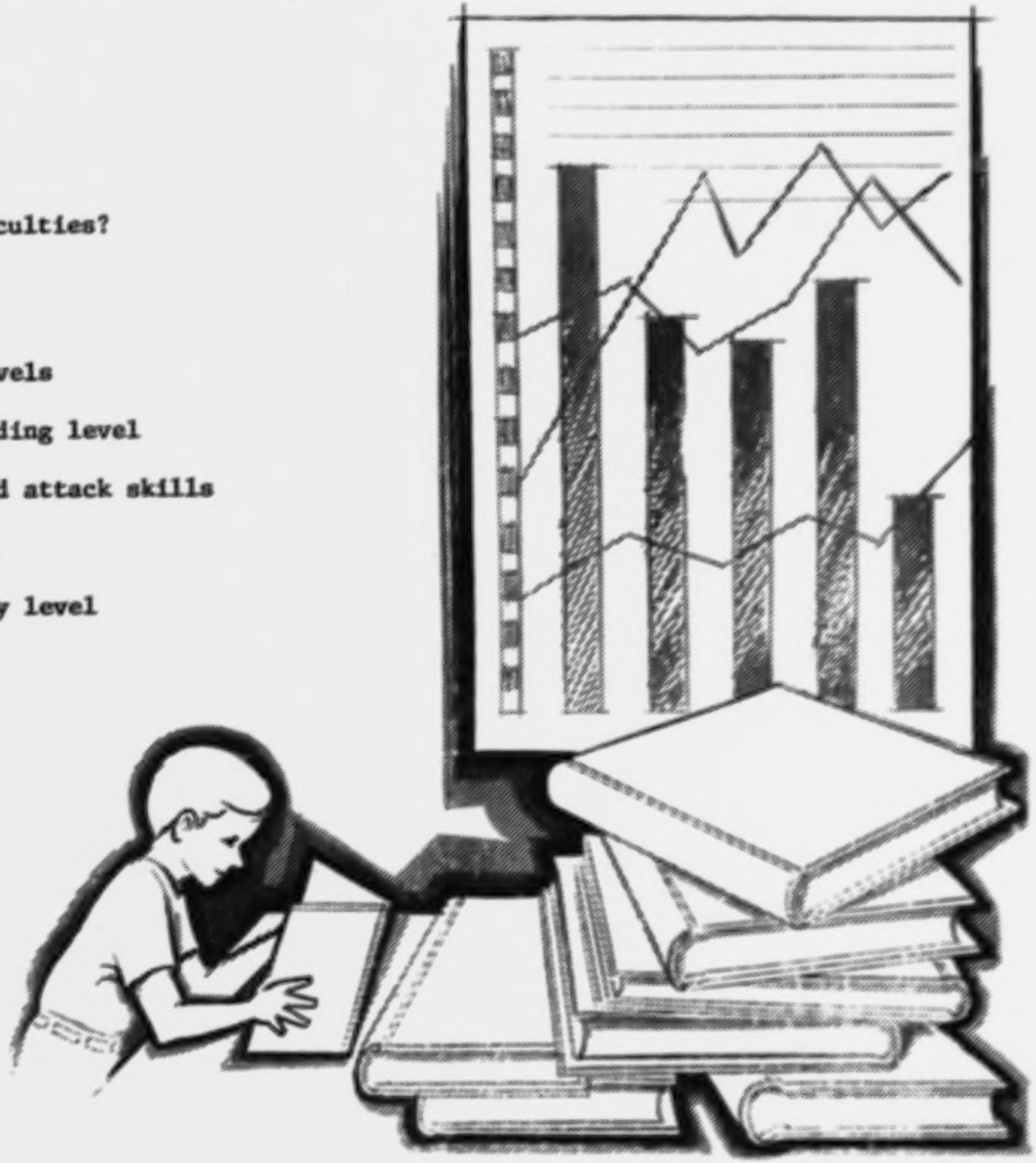
Ralph C. Staiger (7, p. 5)

DIAGNOSIS

Part I

Can you help find my reading difficulties?

- Find my I. Q. accurately
- Find my instructional levels
- Find my recreational reading level
- Find my abilities in word attack skills
- Find my vocabulary level
- Find my independent study level



Diagnosis is Continuous....

> The alert teacher guards against thinking of a standardized test or any testing situation as if it were terminal. No child reveals all there is to know about his reading in any one given sample of his reading behavior. When diagnosis is continuous, 'patterns of errors' become more apparent. An isolated observation may in itself be vaild, but it is the sum of many observations and their relationship to each other which gives a total picture of the remedial reader. Something is learned each time a child reads aloud to the teacher, each time he attempts seat work or exercises....Diagnosis must be seen as part of the whole remedial process, not just the prelude to remedial instruction.

Arthur W. Heilman (20, p. 397, 398)

PART I DIAGNOSIS

WHO
. . . is responsible?

YOU are! And working as a professional with a small group offers the opportunity: to KNOW an individual through means of available background information as well as through careful interpretation of test results; to CARE about one's individual needs and concerns -- hopes and fears; to SHARE in one's progress and successful experiences. It lies within your grasp -- not only to be competent, use good judgment, follow directions, observe time limits, make careful and accurate interpretations -- but the privilege to make all the difference in the world in the lives you touch.

WHY
. . . have diagnosis?

The learning and reinforcement of reading skills is necessary to unlock the printed symbols of words and their meaning. Because of the complexities involved in this instructional process of reading, there are many ways that a child can become confused and lose ground in his development of the essential tools and rules for reading.

Diagnosis, therefore, should be a continuous part of instruction -- not only to be used in isolating deficiences in those children already experiencing limitations, but also as a means to prevent -- or detect -- any new problems that may arise. Diagnosis also gives the basis for an immediate course of action to determine the point at which instruction should begin.

The remedial reading teacher should follow diagnostic planning as a means for giving direction in relationship to:

- Grouping arrangements for the general needs of the children
- Adapting to the diversified needs of individuals within the groups
- Identifying children who need clinical diagnosis and tutoring

The general grouping arrangement can be determined, for example, by the instructional levels for reading and word skills derived from the Botel Reading Inventory as well as from the scores of the standardized group tests such as the Gates Reading Survey. In order to adapt to the individual needs within the group, one of the first steps in diagnosis is to determine the level of word recognition. A test for oral reading will appraise the child's habits in reading and tell what happens when he meets words unfamiliar to him. What does he do? Substitute or skip and go on? Or does he have the necessary tools to syllabicate, analyze, and synthesize the unknown word? Also, note should be made of difficulties he meets with consonant blends, vowel sounds, rhyming, lack of knowledge of word meanings, or inability to comprehend ideas involved. Thus, this process of diagnosing continues in this thorough manner in order that the teacher might have a basis to interpret a child's reading patterns and abilities.

WHERE
. . . to obtain information?

In order to properly diagnose a child's reading problems, several sources of information may be utilized. Cumulative records, informal inventories, observations, discussions with parents and teachers, home visitations, and standardized tests will all yield valuable information toward a successful diagnosis.

The educational card in the cumulative record will show past test results, grades, and citizenship marks. Many poor readers will exhibit erratic test performance over the years in school. The health card will indicate if there are other physical or mental health problems.

An inventory of pupil interests and activities is helpful in determining stories and books that will appeal to a child. Observation of his actual performance in reading will help determine those areas where instruction is needed. Talks with teachers and parents at school and during home visitations will reveal social, emotional, and personal information which may aid in planning a good instructional program for the child.

Group reading and intelligence tests will be helpful in selecting pupils for remedial instruction as well as to provide a uniform measurement of work gained during a particular period of time. Group test results found in the cumulative record should be viewed with caution as errors may occur in the administration of tests or in the recording of scores. Group intelligence tests may penalize poor readers as good reading skills may be needed to score well on the tests.

Individual reading and intelligence tests should be administered when further information is needed in planning an instructional program for a child. As a general rule results will be more valid from individual tests as compared to group tests because many children with remedial reading problems are not motivated to do well independently but will do better in the shorter tasks found in individual tests where the examiner devotes his full attention to the pupils being tested.

The tests listed on the following pages are selected tests which may be used in diagnosing reading problems. They are arranged according to group and individual tests for reading and intelligence. The reading tests are also listed in the major remedial reading instructional areas so that a later comparison can be made with recommended materials and instructional methods in the areas of vocabulary, word attack skills, comprehension, oral and silent reading, and recreational reading.

SELECTED INTELLIGENCE TESTS FOR DIAGNOSIS

THE CHICAGO NON-VERBAL EXAMINATION

- Group test, non-verbal
- Time to administer: 25 minutes
- Range: six to adult
- One form
- Purpose: to be used with individuals who have problems in reading as well as in comprehension. It may also be used with children who are handicapped in using the English language such as: the deaf, the hard-of-hearing, and those who come from homes where English is virtually non-spoken. Pantomime directions are given to be used with foreign and deaf children with norms available for directions of both types.

LORGE-THORNDIKE INTELLIGENCE TESTS

- Group test, verbal and non-verbal
- Time to administer: about 30 minutes
- Range: K-12
- Two forms, A and B
- Purpose: to give an estimate of aptitude which has not been influenced by the child's ability to read. The items are either pictorial or numerical and results indicate grade as well as age equivalents. Results also may be used for grouping within a class for instructional purposes, and to help the teacher set standards of expectancy for each pupil.

PEABODY PICTURE VOCABULA

- Individual test, verbal
- Time to administer: untimed, usu
  10-15 minut
- Range: pre-school to adult
- Two forms, A and B
- Purpose: The Peabody Picture Vo
  Test is designed to provide an e
  verbal intelligence through meas
  child's hearing vocabulary. No
  required so the test is especial
  with remedial readers.

HOW TO COMPUTE CHRONOLOGICAL AGE

No I.Q. can be correct if the chronological age has not been correctly computed. The birthdate should be subtracted from the testing date by year, month, and day. If the number of days is 15 or less, drop them. If there are 16 or more days, add one month.

Example: Date of birth: June 10, 1950

Date of test: November 26, 1963

1963	11	26	
1950	6	10	
13	5	16	= 13-6 (CA)

W

Directions: compute the CA for
page of the appendi

Date of Birth

September 22, 1954

February 2, 1952

June 17, 1955

PEABODY PICTURE VOCABULARY TEST

- Individual test, verbal
- Time to administer: untimed, usually 10-15 minutes
- Range: pre-school to adult
- Two forms, A and B
- Purpose: The Peabody Picture Vocabulary Test is designed to provide an estimate of verbal intelligence through measuring a child's hearing vocabulary. No reading is required so the test is especially useful with remedial readers.

SLOSSON INTELLIGENCE TEST

- Individual test, verbal, and non-verbal
- Time to administer: 10-15 minutes
- Range: pre-school to adult
- One form

Purpose: The Slosson Intelligence Test is closely related to the Stanford-Binet Intelligence Test but requires much less time in administration and a less highly trained administrator. The pupil being tested is not penalized if he cannot read well. A mental age and I.Q. score can be obtained from the test.

WHAT IS YOUR CA COMPUTATION PROFICIENCY?

Directions: compute the CA for the following children. The answers are on the first page of the appendix.

Date of Birth	Date of Test	Chronological Age
September 22, 1954	November 25, 1968	______________
February 2, 1952	January 1, 1967	______________
June 17, 1955	April 2, 1969	______________

Reading Tests	MAJOR AREA TESTED				
	Vocabulary	Word Attack Skills	Comprehension	Oral and Silent Reading	Recreational Reading
Group Tests					
Botel Reading Inventory					
Word Opposites	X				X
Phonics		X			
Dolch Basic Sight Word Test	X				
Doren Diagnostic Reading Test		X			
Gates Reading Survey	X		X	X	
McCullough Word-Analysis Tests		X			
Nelson Reading Test	X		X	X	
Individual Tests					
Botel Reading Inventory					
Word Recognition	X				X
Durrell Analysis of Reading Difficulty	X	X	X	X	
Gilmore Oral Reading Test			X	X	
Miles Peep Hole Test				X	
Slosson Oral Reading Test	X				

GROUP READING TESTS

Botel Reading Inventory

- Helps to determine reading levels and knowledge of word skills
- Time to administer: varies with subtests: word opposites -- listening or reading -- and phonics
- Range: 1-12
- Two forms, A and B
- Purpose: to determine an instructional, frustration, and free reading level so that children can receive proper placement in books that they can read.

Dolch Basic Sight Word Test

- Lists 220 words which occur most commonly in all reading materials
- Time to administer: five to ten minutes
- Range: 1-3
- One form, words used in oral directions can be changed
- Purpose: to measure quickly the 220 most frequently used sight words so that instruction may be directed toward the unknown words.

Doren Diagnostic Reading Test

- Measures the degree to which children have mastered the word recognition skills
- Time to administer: two hours
- Range: 1-3
- One form
- Purpose: to indicate proficiency in areas such as letter recognition, beginning sounds, whole word recognition, words within words, speech consonants, and ending sounds.

Gates Reading Survey

- Designed to reveal specific strengths and weaknesses in reading abilities
- Time to administer: approximately one hour
- Range: 4-10
- Three forms
- Purpose: to test speed, accuracy, vocabulary, and comprehension to place children in proper materials; manual gives suggestions for remedial work.

McCullough Word-Analysis Tests

- Determines word analysis status and needs of the student
- Time to administer: approximately one hour
- Range: 4 and above
- One form
- Purpose: to pinpoint the deficiencies of the students in independent word attack, both phonetic and structural; offers a clear cross-reference among tests to classify difficulties.

Nelson Reading Test

- Evaluates vocabulary and three types of comprehension
- Time to administer: 30 minutes
- Range: 3-9
- Two forms, A and B
- Purpose: to provide teachers with a method of comparing achievement level of a given pupil with national norms, to identify pupils who are in need of remedial work, and to use part scores to determine specific areas of difficulty.

Botel Reading Inventory Word Recognition

- Tests errors of word recognition as to: mispronunciation, substitution, and refusal
- Time to administer: five to ten minutes
- Range: 1-4
- Two forms, A and B
- Purpose: to determine reading level in word recognition for: instructional level, frustration level, and free reading level.

Durrell Analysis of Reading Difficulty

- Clinical instrument to be used by specially trained personnel
- Time to administer: thirty to ninety minutes
- Range: 1-6
- One form
- Purpose: measures oral reading, silent reading, comprehension, word attack, spelling, handwriting; provides a record of difficulties on the various subtests.

INDIVIDUAL READING TESTS

-Analysis Tests

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Botel Reading Inventory Word Recognition

- Tests errors of word recognition as to: mispronunciation, substitution, and refusal
- Time to administer: five to ten minutes
- Range: 1-4
- Two forms, A and B
- Purpose: to determine reading level in word recognition for: instructional level, frustration level, and free reading level.

Gilmore Oral Reading Test

- Analyzes oral reading performance of pupils
- Time to administer: fifteen to twenty minutes
- Range: 1-8
- Two forms, A and B
- Purpose: to provide measures of accuracy of oral reading, comprehension of material read, and rate of reading. Standard scores and grade equivalents are provided.

Miles Peep-Hole Test

- Used to determine eye-movement
- Time to administer: two to five minutes
- Range: all levels
- Forms: teacher made (see appendix for directions)
- Purpose: to analyze problems in silent reading by observing fixations, regressions, and other significant factors.

Test

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Durrell Analysis of Reading Difficulty

- Clinical instrument to be used by specially trained personnel
- Time to administer: thirty to ninety minutes
- Range: 1-6
- One form
- Purpose: measures oral reading, silent reading, comprehension, word attack, spelling, handwriting; provides a record of difficulties on the various subtests.

Harris Test of Lateral Dominance

- Determines the preferred use and better performance of one side of the body as compared to the other side
- Time to administer: five to ten minutes
- Range: All levels
- One form
- Purpose: may be given routinely as a part of the examination procedure in cases of reading, spelling, or writing disabilities, speech defects, or neurological difficulties.

Slosson Oral Reading Test

- Based on the ability to pronounce words at different levels of difficulty
- Time to administer: three to five minutes
- Range: 1-12
- One form
- Purpose: to obtain a quick reading level representing median or standardized school achievement. Can be used at frequent intervals to measure a child's progress in reading. It is useful for quick placement of new pupils.

On planning....

> *There is no mystery about remedial reading: it is nothing more than continuous learning in reading skills. The reading analysis discloses the levels of attainment in the various phases of reading. This is followed by adjustment to level, learning rate and observed weaknesses....The work is highly motivated and centered on specific skills objectives.*

Donald D. Durrell (25, p. 103)

HOW
. . . to use results?

A carefully planned program should be designed for each child which will emphasize phases of the diagnostic appraisal in order to give continual growth in the needed areas of reading. The findings should be recorded for each child showing the limitations and levels of attainment. Types of materials and exercises should be included in planning for the child.

In preparing this plan the information should be shown as results and recommendations. An intelligence score can be converted into a Bond Reading Expectancy* which will give a level of expected achievement in reading.

In relating information gained from diagnosis to instruction, the levels of reading described by Betts (3) will help determine the proper materials to be used.

- Basal level: 99 per cent of the words can be pronounced, 90 per cent comprehension, can read book without aid; also called free or independent levels.
- Instructional level: 95 per cent of the words can be pronounced, 75 per cent comprehension, instruction should be directed by the teacher at this level, material should be challenging but not too difficult.
- Frustration level: less than 90 per cent of the words can be pronounced, comprehension less than 50 per cent, material is too difficult for the child.
- Capacity level: highest level of material that the child can comprehend when the material is read to him.

The continuous appraisal from test results and performance of the student should be placed on the student record Form S-2 (see appendix) to be kept in an individual folder or in a notebook. Results of standardized tests should be recorded on Form S-4 (see appendix) at the end of each school year.

BOND READING EXPECTANCY*

$$\text{Bond Reading Expectancy} = (\text{yrs. in school} \times \frac{\text{IQ}}{100}) + 1$$

Example:

Grade Placement 6.1
Years in School 5.1 (no failures)
I.Q. 123

$$\text{BRE} = (5.1 \times \frac{123}{100}) + 1$$

$$= 6.273 + 1$$
$$= 7.3$$

*Bond Reading Expectancy Tables may be ordered from the Reading Center.

Reporting Results
. . . to the child

It is important that the children be informed as to the results of their diagnostic tests. They need to be told, in a positive way:

- The exact nature of their difficulties
- The teacher cannot do the work for them but can give help and encouragement toward development of necessary skills that lead toward successful experiences in reading.

Reporting Results
. . . to the classroom teacher

This is your opportunity to share with other teachers, not only a better understanding of the children's problems, but also the necessary role that you are playing within the school. Suggestions for communicating with the classroom teacher are:

- One group meeting where you might relate your position as a remedial reading teacher with the role of the classroom teacher. It might also be helpful if the principal and counselors were invited to attend.
- Provide the teachers, whenever possible, with materials to use in their classrooms that may supplement unit studies as well as provide reinforcement to the skills with which you are working.
- Keep a line open for continuous rapport with these teachers, giving progress reports whenever it would seem profitable, and always being ready to provide new materials as the children's needs change.
- The homeroom teachers, too, will want to be informed as to the deficiences of their children. This may, hopefully, give them more insight into their problems.

Reporting Results
. . . to the parents

- When? As soon as diagnosis has been made and evaluated, parents should be informed.
- Where? You might invite the parents to come to the school as a group to develop an understanding of problems that their children are being faced with. The first meeting might be at night so that the fathers have at least one opportunity to become involved. Since you will also want to spend a few minutes with the parents of each child to discuss the individual needs specifically, appointments might be arranged for this when contact is first established; the individual appointments might be scheduled for before or after school.
- How? Be positive, be encouraging (but honest so that false hopes are not given), be specific -- not as to scores but more in terms of instruction, frustration, and recreational levels.
- For those parents who do not come to you, effort might be made, on your part, to make a home visitation. Remember: Each child needs all the help he or she can get!

MATERIALS, EQUIPMENT, AND FACILITIES

Part II

Will you select appropriate materials for me?

Know my reading expectancy

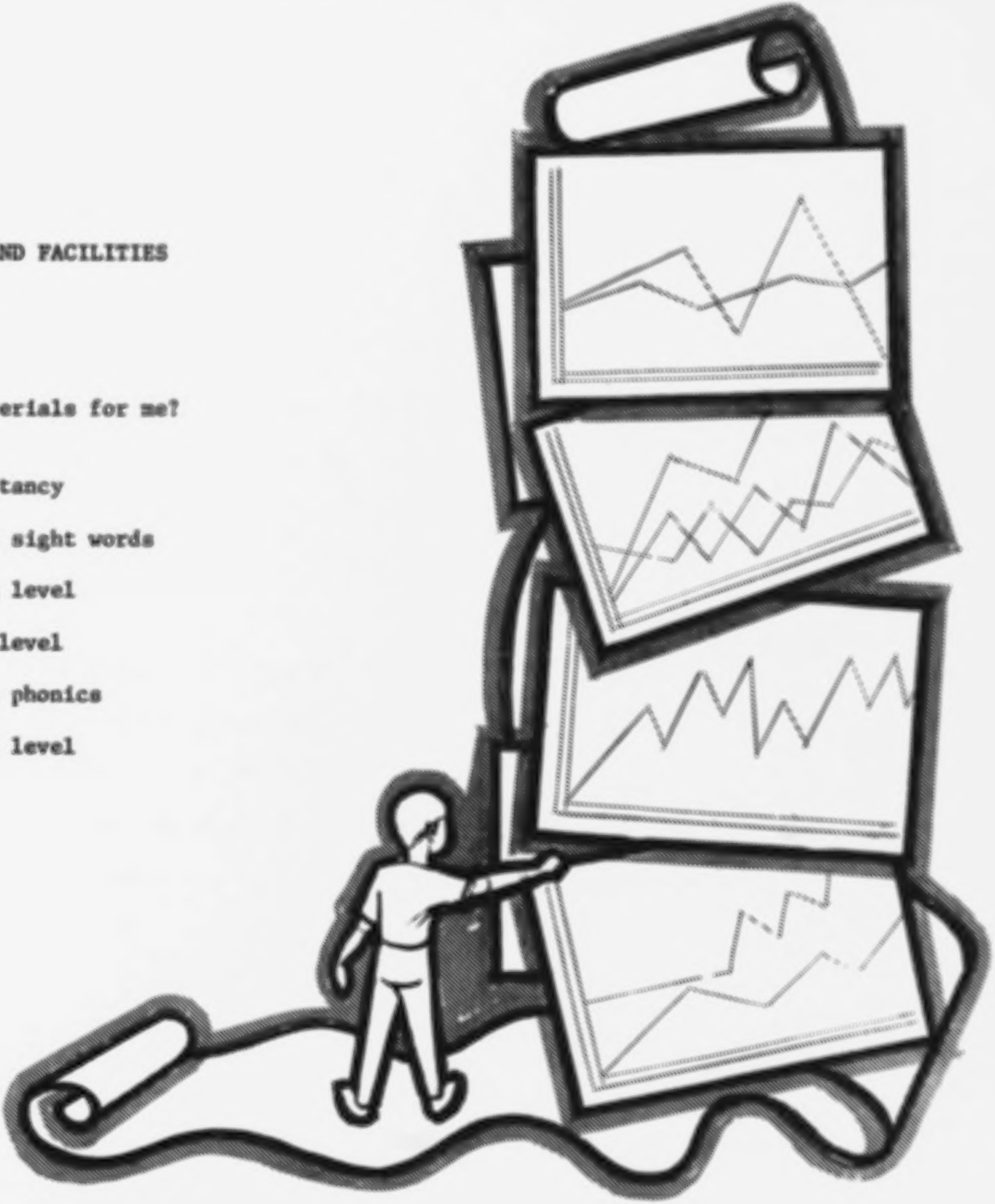
Know my percentage of sight words

Know my comprehension level

Know my oral reading level

Know my weaknesses in phonics

Know my reading grade level



On materials....

> *Materials must be suitable to the child's reading abilities and instructional needs; they should be suitable in level of difficulty and type of content; they should be as nearly as possible appropriate in level of interest; and they should look 'mature' to the child. There can be no compromise with the difficulty level of the material because the child will not be interested in reading material he cannot read, no matter how attractive the subject matter.*

Guy L. Bond and Miles A. Tinker (6, p. 227)

PART II MATERIALS, EQUIPMENT, AND FACILITIES

Instruction, to be effective, must be "blue-printed" to a child's specific needs -- needs that are determined through careful analysis and diagnosis. The next important step is the selection of appropriate materials that correlate with the child's instructional and recreational levels. One might note that in most cases it is profitable to begin at a lower level where the child can meet with immediate success, thus establishing confidence and incentive to meet increasingly difficult materials with more assurance and enthusiasm.

Attention must also be given to the type of materials needed in relationship to a small group. Of extreme importance to YOU, the remedial reading teachers, is the fact that the materials you select are only as good as the one who is directing the program.

It is YOU who is responsible for individualizing instruction for each child; because of the small group with which you are working, materials can and must be utilized to actively involve each pupil. How? Motivation might begin as a group experience. But as the enthusiasm and stimulation are developed, it is at this point the individual must be directed to meet his own needs. And this is where YOU must be ready to provide the link for leading the child from his present needs and abilities into the material he can relate to, be instructed in, and meet with success. Because of the small grouping, it becomes possible for you to work right with the children -- whether it be in oral reading or workbook activities, using chalk board techniques, tape recorders, bulletin boards -- any of the many ways that can be created to motivate and relate to the child under your direction -- one to the other.

Along with teacher-pupil involvement, appropriate levels, and type of materials, the child's interest and maturity level must be considered, particularly in his recreational reading. However, the level of difficulty must never be sacrificed for more interesting subject matter; one cannot enjoy what cannot be understood.

A variety of materials is not only helpful but necessary when instructing remedial readers: (1) Easier materials for recreational reading along with a variety from which to choose, and (2) Instructional material of his level but of a type to motivate interest. This search for variety can be supplemented with audio-visual materials to motivate children toward successful experiences.

Along with mechanical devices, bulletin boards can be planned cooperatively by teacher and pupils. These areas provide visual displays for creative writing, progress charts, pupil's daily work, and motivational devices. (Sample boards are included to give ideas and to stress the importance of the contribution that atmosphere of a remedial reading room can contribute to learning.)

Special attention should also be given to lighting, arrangement of furniture, provision for work groups, interest centers, and storage of materials. A check list pinpointing these facilities for a pleasant, workable environment is included in this chapter, along with a sample floor plan.

This chapter presents selected materials that may be used in remedial reading classes. The teacher will need to determine which os the materials, along with any others, would be useful for group or specific instruction within the group, making a careful survellance of the child's regular classroom materials with which he has experienced failure.

These materials, any one of which may be used in more than one area, are listed under the areas stressed not only by remedial reading teachers but by classroom teachers as well:

- Vocabulary
- Word attack skills
- Comprehension
- Oral, silent, and recreational reading
- Audio-visual aids

Because of the rapid change in the prices of reading materials, a list of materials with current prices is available on request from the Reading Center.

- Match, sets 1 and 2, Garrard, readiness, each set contains two cards for each of 48 most common nouns, helps children to develop ability to see likenesses or differences between words.

- Picture Word Cards, Garrard, 95 most common nouns, word on one side, picture and word on other, can be used for review and as a game.

- Popper Words, sets 1 and 2, Garrard, 220 most frequently used words, for individual or small group work, over 50 per cent of words in upper grade reading books are on list.

- Basic Sight Words, Garrard, 220 most frequently used words, for individual or small group work, over 50 per cent of words in upper grade reading books are on list.

- Basic Sight Words, 11 steps, Reading Center, 220 words divided into 11 twenty-word steps, children learn each step and say to teacher, (see appendix).

- My Puzzle Book, I and 2, Garrard, book 1 is the easier half of the 220 basic sight words, book 2 harder half, series of crossword puzzles which emphasizes meaning as well as sight vocabulary.

- Speed-Up, series 1 and 2, Charles E. Merrill, picture, word, and sentence on each 4 x 6 card, words and their meanings are taught.

- Conquests in Reading, Webster, contains nine pages devoted to basic sight vocabulary, each page is divided into 16 groups of five.

- Basic Vocabulary Books, Garrard, are written using 95 most common nouns and 220 basic sight words, reading level is grade 2, 16 books in series.

- Word Analysis Practice, levels A, B, and C, combines the application of phonics with use of context clues, 30 cards in each set, 720 words in level A (grade 4), and 1200 words in B (grade 5) and C (grade 6).

On supplementing materials....

> *The effective use of supplementary materials in a reading program will depend to a large degree upon the teacher....To the extent that we select supplementary material wisely, provide for its most efficient use, and encourage children to become involved in the broad concept of learning, we will be successful as effective teachers of reading.*

Walter B. Barbe (16, p. 113)

- Working with Sounds, Barnell Loft, designed to assist children in using sounds and syllables for word identification skills. Levels 1-4.

- Building Reading Skills, McCormick Mathers, uses phonics methods in conjunction with a sight vocabulary, structural analysis, and other methods of word attack. Levels 1-6.

- Phonics We Use, Lyons and Carnahan, emphasizes a complete word-recognition program. Provides pictural material for oral and visual study. Levels 1-6

- Reader's Digest Practice Pad, Reader's Digest, Inc., plans for practice in readiness, reinforcement, and review of reading skills. Workbooks 1 and 2.

- New Phonics Skilltext, Charles E. Merrill, systematically develops a program in word-attack skills: phonics, structural, and contextual material. Levels 1-4.

- Conquests in Reading, McGraw-Hill Book Co., provides for practice in sight words, word-attack skills, spelling, and comprehension. Practice sentences and short stories included. Intermediate.

- Phonics Guide, J. B. Lippincott Co., is written with a special function for strengthening phonic skills and a by-product of words that become known as sight words. Workbook.

- Eye and Ear Fun, McGraw-Hill Book Co., offers a complete course of essentials in phonetic knowledge and word analysis for independent word recognition. Self-instructional materials in workbooks. Levels 1-6.

- Better Speech and Better Reading, by Lucille D. Schoolfield, carefully classifies word lists in a practice book to clarify vowel and consonant sounds. Lists are divided into drills for initial, medial and final sounds.

- Word Family Fun, Kenworthy Educational Service, Inc., stresses, in a phonics game, initial consonants and blends to build word families. Four sets are graded according to word vocabulary. The player covers six circles with different letter sounds that make words.

- Dolch Vowel and Consonant Cards, Garrard Press, are group size cards to help in unlocking new words. A picture, the word, and sound is presented on one side with an additional key word on the reverse side.

- Vowel Lotto, Garrard, game in which the children must think at all times of the sound of the words suggested by the pictures and match the words by the middle sound and the spelling of that sound.

- Final Consonant Blends, Instructo, used to discover and form generalizations of words ending with the same consonant blends that end with the same sound.

- Group Word Teaching Game, Garra
  means for individual or small g
  of the 220 basic sight words.
  can play with better readers wi
  rassment.

- Magic Cards, Ideal, in using vo
  exercises on cards that can be
  and over by inserting cards int
  parent plastic envelope, mark t
  then wipe clean. Consonant and
  are available also.

- Webster Word Wheels, McGraw-Hil
  63 Word Wheels for two-letter c
  blends, prefixes and suffixes.
  practice material for newly acq
  analysis skills for individual
  study.

- The Sound Way to Easy Reading,
  Davis Phonics, helps to apply p
  using records and word lists fo
  reinforcement of vowel sounds a
  rules are included for each, al
  with a sound dictionary.

- Listen and Learn with Phonics,
  Course, gives all the letter so
  phonograms with suggestions tha
  associate the sound with the sh
  letter. Handbook included for
  and tests.

- The New Phonetic Word Drill Car
  worthy Education Service, Inc.,
  phonetic word drill for learnin
  word families, initial sounds,
  endings.

- Group Word Teaching Game, Garrard, provides means for individual or small group study of the 220 basic sight words. Poor readers can play with better readers without embarrassment.

- Magic Cards, Ideal, in using vowels, places exercises on cards that can be reworked over and over by inserting cards into a transparent plastic envelope, mark the answers, then wipe clean. Consonant and Blend sets are available also.

- Webster Word Wheels, McGraw-Hill Book Co., 63 Word Wheels for two-letter consonants, blends, prefixes and suffixes. Useful as practice material for newly acquired word-analysis skills for individual or team study.

- The Sound Way to Easy Reading, Bremner-Davis Phonics, helps to apply phonics by using records and word lists for learning reinforcement of vowel sounds and blends; rules are included for each, along with a sound dictionary.

- Listen and Learn with Phonics, Remedial Course, gives all the letter sounds and phonograms with suggestions that help to associate the sound with the shape of the letter. Handbook included for assignments and tests.

- The New Phonetic Word Drill Cards, Kenworthy Education Service, Inc., gives phonetic word drill for learning 20 basic word families, initial sounds, and word endings.

- Hammond's Phonics Charts, C. S. Hammond & Co., are used for hearing, seeing, saying, and using experience of: ABC sounds, consonant blends, vowel blends, or vowel values. These four color charts show pictures illustrating a phonic followed by familiar words of the same sound. (15" x 10")

- Go Fish, Remedial Education Press, teaches the consonant sounds; the second series game teaches the more difficult consonant blends as both illustrate initial sound as well as a picture and its printed name.

- What the Letters Say, Garrard, helps beginners know the sounds of letters as well as names. The players' cards are to be covered with letter and picture cards which match the same letter or sound.

- Doghouse Game. Kenworthy Educational Service, fuses the phonetic elements with consonants. The 12 playing cards, used singly or in a group, are printed with the phonograms and rules for pronunciation. These can be matched with 84 consonant blends to build words.

- Phonics Rummy, Kenworthy Education Service, is a reading game of short vowel words for beginners in Junior game; sets A-D match vowel sounds, combinations or endings in 3, 4, and 5 letter words.

SELECTED MATERIALS — COMPREHENSION

- McCall-Crabbs Standard Test Lessons in Reading, Bureau of Publication, permits 3 minutes to read a story and answer questions; habits are forced with speed and test results come out with a grade level that can be plotted; reading levels 3-7 +.

- New Practice Readers, McGraw-Hill Book Co., provides, in each lesson, questions for help in getting ready for the story as well as vocabulary words, the story, and short test; diagnostic progress records can be graphed to show progression of reading skills; reading levels 2-8.

- Reading for Meaning, J. B. Lippincott Co., includes a short story for testing vocabulary, main ideas, and the facts; students are stimulated to improve achievement with a chart provided to record their scores; reading levels 4-12.

- Gates Peardon, Bureau of Publications, has 11 booklets designed to develop speed, improve general comprehension, and provide practice in the specialized reading skills of reading to comprehend the main idea, reading to understand directions, and reading to note details; reading levels 2-5.

- Reader's Digest, Reader's Digest, original Skill Builders, 23 books, with reading level 1-8; new Reading Skill Builders, 8 books, reading levels 1-3; include interesting stories; questions at the end of each story stress word study, comprehension, and study skills.

- Specific Skills Series, Barnell-Loft, reading levels 1-6, four types of book: Locating the Answer, Following Directions, Using Context, and Getting Facts.

- New Reading Skilltext Series, Charles E. Merrill, has 6 books, reading levels 1-6; each lesson has story and questions in areas of finding the facts, understanding ideas, arranging ideas, thinking clearly, and studying words.

- Conquests in Reading, McGraw-Hill Book Co., is 1 book designed for handicapped readers from 4-12; contains interesting stories with lessons designed to use phonetic skills and basic sight words.

- Controlled Reader Films, EDL, has reading levels 1-12; interesting stories are presented at various speeds; comprehension can be checked by using accompanying films.

- Reading Laboratories, SRA, has various lessons that can be used with remedial readers to improve rate, vocabulary, comprehension, and word attack skills; stories are high in interest, manual is excellent.

- Junior Reading for Understanding, SRA, has reading levels 3-8, with short reading selections followed by questions; high level of comprehension needed to work lessons.

- Pilot Library, SRA, has high interest stories to accompany reading laboratories; questions designed to check comprehension.

SELECTED MATERIALS — ORAL, SILENT, AND RECREATIONAL READING

- Cowboy Sam Series, Benefic Press, reading levels pp-3, 15 books, stories of western adventure including life on a ranch, titles include stories about Indians, rustlers, a fair, and a rodeo.

- Dan Frontier Series, Benefic Press, reading levels pp-4, 11 books, adventure stories set in frontier life including hunting, fishing, and exploring.

- Deep-Sea Adventure Series, Harr Wagner, reading levels 1-5, 8 titles, stories about the sea including diving, whale hunting, pearl diving, submarines, and frogmen.

- Dolch First Reading and Basic Books, Garrard, reading levels 1-2, 32 titles, stories are high in interest and emphasize basic sight vocabulary.

- Interesting Reading Series, Follett, reading levels 2-3, 10 titles, books with high interest including adventure, biography, sports, space, and history.

- Jim Forest Readers, Harr Wagner, reading levels 1-3, 14 titles, action stories about forest rangers with people chasing bandits, climbing mountains, fighting floods and fire, etc.

- Moonbeam Series, Benefic Press, reading levels pp-2, five books, adult characters, traces the adventures of a chimp from jungle capture through space flight.

- Morgan Bay Mystery Series, Harr Wagner, reading levels 2-4, 8 books, exciting mystery stories with believable characters and interesting plots.

- Sailor Jack Readers, Benefic Press, reading levels pp-3, 10 books, real-life sea experiences, adult characters, stories involve an atomic submarine.

- Teen Age Tales, D. C. Heath, books A-C reading level 3, books 1-8 reading level 4, 11 titles, short stories written in books with high school format, variety of topics of high interest to remedial readers.

- World of Adventure Series, Benefic Press, reading levels 2-6, eight books, adult characters, combines fact, fiction, and fun, two men go on various expeditions in search for adventure.

- Basal and Co-Basal Readers, many basal and co-basal reading books have stories suitable for remedial reading, over 300 titles are available in the traveling library at the Reading Center.

SELECTED MATERIALS — AUDIO-VISUAL AIDS

- Tape Recorder, use to record reading at the beginning and end of a period of instruction, record stories for children to practice, make own phonics lessons.

- Film Strip and Film Projectors, use films on phonics and reading habits, practice techniques for good reading, get background of experiences to relate to reading.

- Controlled Reader, EDL, has story lessons for improving rate, vocabulary, comprehension and study skills, interest level is high, rate can be controlled so that stories can be read orally.

- Record Player, use commercial phonics records along with specially prepared written lessons and worksheets, listening development from story records.

- Bulletin Boards, use to display children's progress in reading activities, reinforce skills being taught, motivate and interest children in reading.

- Tachistoscope, use for vocabulary study, sight word recognition, speed of word and phrase recognition, excellent to increase attention span.

- Overhead Projector, for presenting and reviewing material, children can write on overlays in small group, instruction, overlays available for phonics instruction.

- Chalkboard, especially useful in remedial instruction, used to practice material taught, to write words dictated by teacher, colored chalk useful for emphasis.

- Flannel Boards, Magnetic Boards, and Peg Boards, commercial pictures, letters, and words available, teacher-created materials can easily be made, especially helpful in small group remedial instruction.

- Sand Box, used for kinesthetic development and reinforcement in cases where disability is severe, sand, and boxes available at the Reading Center.

- Charts, commercial charts available for alphabet study, phonics instruction, vocabulary work, and sentence and story practice, blank sheets can be used for experience stories.

- Paper and Pencil, used for practice and reinforcement, plastic overlays and grease pencils or wax crayons can be used on non-consumable workbook or programmed materials.

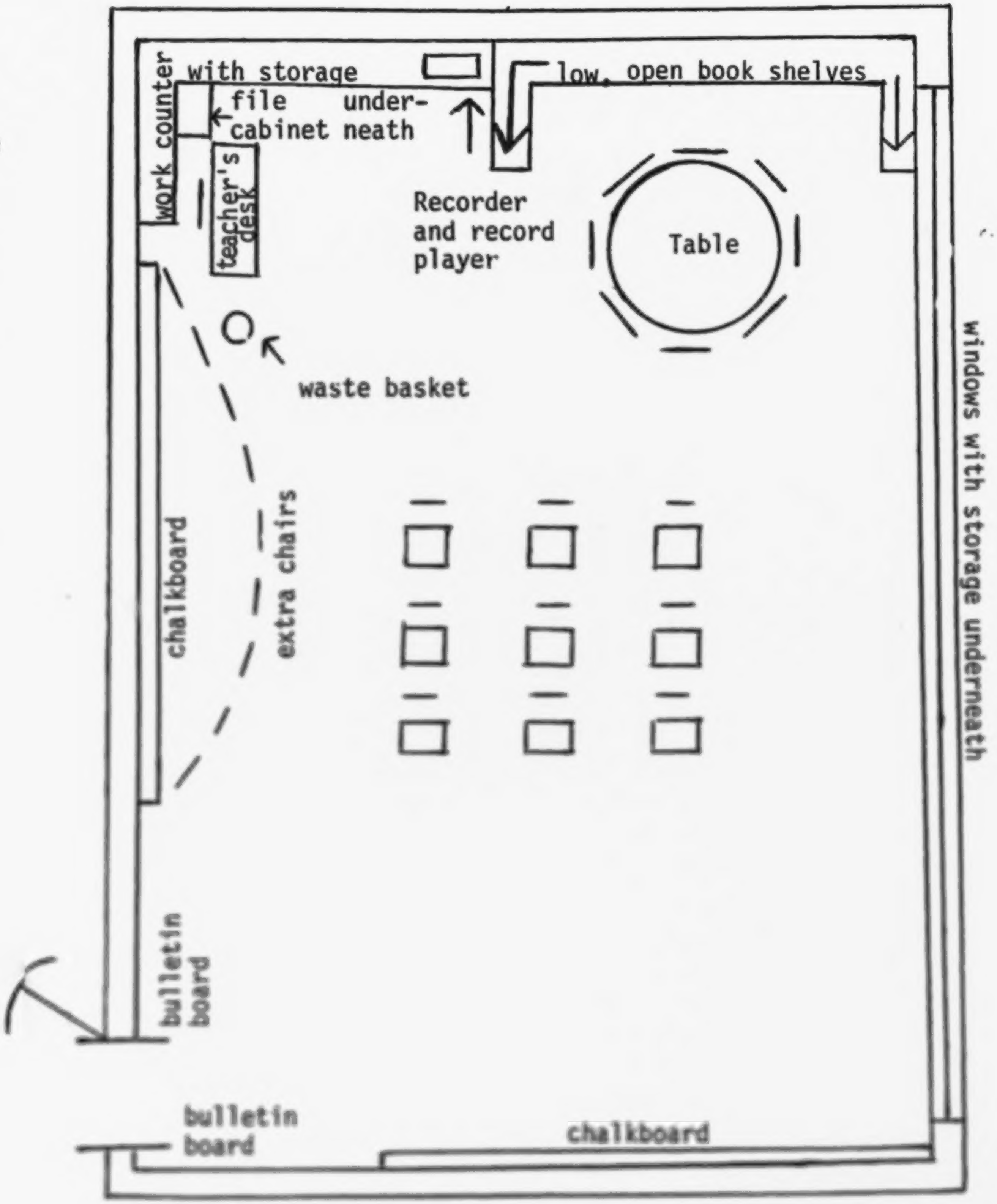
FACILITIES

The facilities available for use by the remedial reading teacher will vary according to the room size, furniture, and fixtures of the area designated as the remedial reading room. A large amount of space is not necessary, but there should be enough room to properly store and display materials and to allow work with different groups.

The diagram at the right of the page shows a plan of a good remedial reading room. Many other arrangements would be satisfactory.

The following questions should be considered when planning facilities for a remedial reading room.

- Is the size of the room adequate?
- Are there enough bookcases?
- Are the storage facilities adequate?
- Is there ample chalkboard and bulletin board space?
- Does the furniture lend itself to small group instruction?
- Is the lighting adequate?


work counter with storage underneath
file cabinet
teacher's desk
low, open book shelves
Recorder and record player
Table
waste basket
extra chairs
chalkboard
windows with storage underneath
bulletin board
bulletin board
chalkboard

TECHNIQUES

Part III

can you help me gain success?

Do learning of sight words

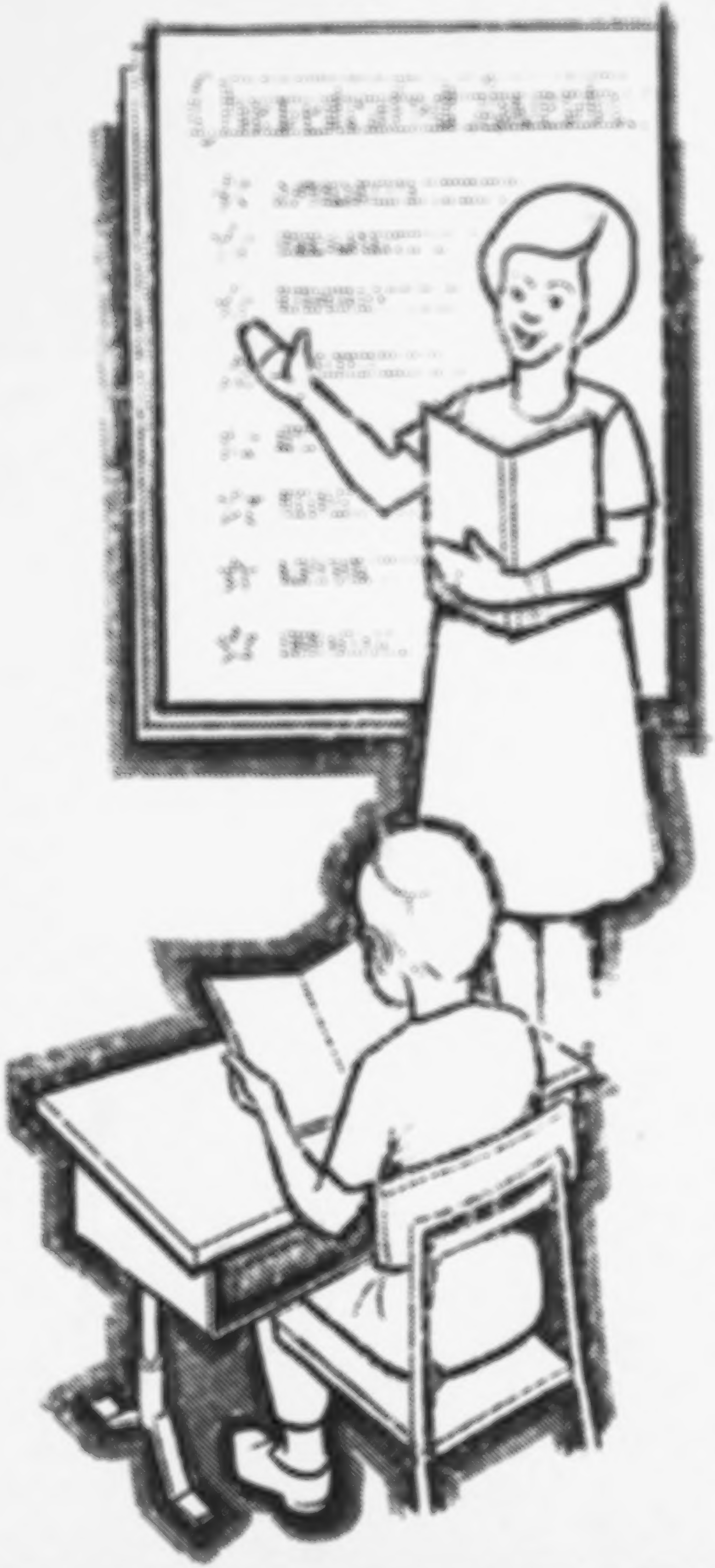
Do learning through word games

Do learning by oral reading

Do learning with context reading

Do learning with visual aids

Do more recreational reading



On instruction....

> *When the child is ready to attack something new, he must succeed at once or his fear and insecurity will return....the whole progress of remedial reading is a continual watching of new steps and often of taking quick steps backward when the pace has been set too fast....In fact, any attempt to make a sort of 'curriculum of remedial reading' is a direct invitation to failure, since it cannot provide success-steps day by day for all children.*

Edward W. Dolch (7, p. 139, 140)

PART III TECHNIQUES

After a child's deficiencies have been diagnosed and identified and the materials selected, the teacher of remedial reading must then be concerned with using these materials in a most interesting, effective, and motivating manner. Just as it is extremely important for materials to be varied, so should the methods for presenting these materials be varied -- in order to attain maximum results.

A skill necessary to all other skills is the ability to listen; children must be able to identify and reproduce letter sounds correctly and must be taught to listen carefully and to follow directions. Thus, in each of the following sections, activities will be listed for developing these listening skills, along with games and drills for developing skills in other areas of reading. The teacher -- you -- is responsible for the careful selection of the techniques which will result in the most beneficial and successful remedial reading program.

Techniques for remedial reading instruction should stress those activities that actively involve pupils and teachers. Oral reading, work at the chalkboard, doing workbook lessons together, and other similar activities are much more effective than lessons that can be done just as well in the regular classroom.

In order to present techniques that have been used successfully with remedial readers, these teacher aids are listed in the following order:

. Teaching vocabulary

. Developing word attack skills

. Increasing comprehension

. Improving oral reading abilities

. Motivating recreational reading

This chapter contains only a few techniques that will be of help with children who have reading problems. Additional pages have been provided at the end of this chapter for other techniques which can be obtained by attending workshops, talking with other remedial reading teachers, reading professional journals, and through other in-service activities.

Words need to be recognized, pronounced, and have meaning for a child to read effectively. Many words must become sight words and be immediately recognized while others are learned through word-attack skills. Several techniques are suggested to stimulate and reinforce sight vocabulary.

- 220 Basic Sight Words in Steps
  Construct eleven steps on the bulletin board or chart. Each child is given a marker with his name. When he successfully says the words listed in step 1 (20 words), his marker goes on the first step. Each twenty words said correctly is another success and another step on the stairway. (See appendix for 220 basic words in 11 steps.)

- 220 A-Go-Go
  Make "A-Go-Go" cages of tag board and crepe paper. Hang them with pipe cleaners. Each child has a black record with his name in the red center. He moves from cage to cage as he says the twenty words for each step. The final stop is a building named "220 A-Go-Go" to which the child attaches a gold record with his name. Names are mounted outside the reading room and the children are given printed membership cards.

- Fishing for Basic Sight Words
  Word cards are folded and the open ends pinned together with large straight pins or paper clips. These are placed in a large fish bowl or a box. The fishing pole has a magnet attached to the string which catches a "fish". If the child can read the word on the fish he may keep it. If he cannot, he must throw it back into the bowl. The winner is the child who catches the most fish.

- Airplane
  Draw a curved path on a large sheet of tab board. A hangar is put at the end of this path. The path is divided into sections which are printed with drill words. Two children may play. Each has an airplane and duplicate sets of 1" x 2" cards on which are printed the same words that are on the path. The game begins with both planes in the lower left space and each player's cards face up in a stack. The first player reads the word on his top card. If the word is the same as the one in the first space of the path he may move his plane to that space. His word card is placed on the bottom of his deck and the other player takes his turn. The player who reaches the hangar first is the winner.

- Post Game
  Put numbers 1, 2, 3 on board. Select two children to stand at post one. They are a team and may help each other. If the children do what is required (read five basic sight words, a short paragraph, or sound out words), they move to post two. Their assignment here must be harder. If successful, they move to post three where the words are yet more difficult. If correct at post three, they write their names on the board and sit down. If they fail at any post, another child may have the opportunity to answer. Then he selects a partner and they begin at post one.

- Watch It
Teacher says words or reads a paragraph. She deliberately mispronounces a word. The child who catches the error gets a point if he pronounces the word correctly. This game is good to implement learning of basic sight words as well as other areas of reading.

- Feed Tim
A bear or other animal may be drawn on large tag board. His mouth may be cut out. a child feeds "sight word cookies" to the animal when he says the words correctly.

- Card Drawing
Words that need special practice are printed on flash cards. Cards are placed face down on the table. Children in the group take turns drawing cards and reading the words. If a card is misread, the card goes to the bottom of the stack. The winner is the child with the largest number of cards.

- Erase a Word
Children choose sides. Each team stands in a line at right angles to the blackboard. The teacher writes on the board two lines of words or sentences of equal difficulty. At the signal, the first child in each line says the first word in his column. If he is correct, he is permitted to erase the word. If he says the word or words wrong, the next person in the line must take the same one. The winning team is the one that completely erases its words first.

- Bingo
Each player has a card marked into 25 squares (five across and five down). A word is printed in each square. Words are printed on cards the same size of the blocks. Cards are turned one at a time. The child who has the up-turned word on his card gets the small card to place in the proper space on his large card if he can pronounce the word. When a child has covered five words in a row, he is the winner. An easier version of this game may be made by printing the same 25 words on all the cards. (Make certain that the words are in different squares on each card.) As the words are pronounced by the teacher or a child, all players cover that word with a marker. The first child who covers five in a row is the winner. He must uncover and say each word.

- Team Game for Flash Cards
One-half of the students sit in chairs while the other half stand behind them. (Children should be fairly evenly matched in ability.) The first word shown by the teacher is for the first child sitting and the child standing behind him. The child who says the word first gets the card. If neither child knows the word, the teacher calls time, the other children say it and the card goes back into the stack to come up again. The teacher moves down the line giving each couple a turn, then back to the first couple, etc. until all cards, usually about 20, are gone. Cards are counted by teams to determine the winning team.

- Win a Ticket Home
Turn a number of word cards face down in front of students. Each child takes a turn to expose a word and say it. If he says it correctly, it may go back into a box. If he does not know it, he must keep it with his cards. When a child has said all his words correctly, he wins a ticket home.

- Individual or Group Tape-Recorded Drill
  Teacher makes cards for a group of sight words. Cards should be numbered so they may be kept in order. Teacher then makes a tape of these words. She should allow five seconds between each one. The child turns a card from the stack and tries to say it within the five seconds.

- Train Game
  Chairs are placed in a row. One end is designated the 'engine' and the other end the 'caboose'. The teacher shows the first word or phrase card to the child sitting on the 'engine' chair. If he says it correctly he may stay where he is. If he misses the card he must go to the opposite end of the train and be the 'caboose'. Each child gets to move up one chair each time a word is missed. The next child in line must say the card correctly or he too must move down. This game is especially good because the slower child gets more words than the faster one.

Commercial games, cards, workbooks, and books along with other materials which are helpful in teaching vocabulary are listed in Chapter 2. Directions are usually included with the commercial materials which will give help in deciding the correct technique for use with the children.

DEVELOPING WORD ATTACK SKILLS

All the words that a child needs cannot be taught by sight. Word attack skills are necessary if he is to become an independent reader who enjoys reading. The following abilities must be developed by teaching and reteaching these same skills in varying activities as the child progresses through increasingly difficult areas. Opinions differ as to the most successful order in which these skills should be introduced. More important is the child's attitude and his feeling of accomplishment as he works regularly to master them. The steps will naturally overlap at times. However, a suggested, tentative sequence might be:

- consonant sounds (initial, final, and medial)
- short vowel sounds
- vowels modified by r, l, and w
- blends
- digraphs
- long vowels
- c and g followed by e, i, or y
- simple endings (-s, -ing, -ed, -er, -y, -ly, -ful, -less, -ness, -able, -tion, -cion)
- easier prefixes (un-, re-, non-, dis-, ex-)
- compound words
- dividing words with double consonants and two unlike consonants in the middle (vc/cv)
- dividing words with -le at the end
- dividing words with a single consonant in the middle when the vowel in the first syllable is long (v/cv)
- dividing words with single consonants in the middle when the vowel in the first syllable is short (vc/v)
- dividing words with blends and digraphs
- accented syllable
- dividing three and four syllable words

The Brenner-Davis Records are excellent aids to help teach basic sounds. The teacher must work closely with the children. She must check children's sounds constantly to insure correct responses; otherwise, children will hear sounds incorrectly and reproduce them inaccurately. Sometimes the directions that accompany the records may be followed; one group of children can do this at times while the teacher works with another group. This is especially effective if ear phones are available and a few children still have not mastered these sounds. The sound charts may be used in various teacher-directed activities without the records; each lesson should stress one or two sounds and extra practice given for each one. The words from the book included with the records may be duplicated on charts or chalkboard for sounding. Children like to say these and keep score; two points are given for each word sounded correctly the first time. The child receives only one point if he needs a second chance or if the teacher must help him. Several games that are discussed in the preceding section and later in this one, lend themselves to drill on the sounds from these records.

The Word Study Charts from Ginn and Company may be used in a variety of ways:

1. The company suggests that these charts be cut up for most effective class use.

2. They may be used individually for games and drills.

3. They may be mounted in large tablets; the key picture for a particular sound may be mounted on one page and words using this sound written on the same page. Chart tablets prepared in this manner save the teacher time and energy because word lists for all sounds are always ready for use.

4. Syllabication rules may also be put on charts with words that give practice in applying that rule.

Games and techniques to help develop the child's ability to listen and to increase his word-attack skills are described as follows:

1. Teacher says 3 or 4 words with the same beginning (ending, or medial) consonant sound, except one word. Child identifies the word that does not belong.

2. Child has a card with a consonant (vowel, blend, or digraph) printed on it. When the teacher calls a word with his sound, he holds his card up and says the sound. The procedure can be reversed for variety; the teacher says the sound and the child shows the sound and says a word with that sound. (Can also be varied by having children stand up, sit down, get in line, etc.)

3. Use a list of words or word cards saying only the beginning or ending sound of each one.

4. Each child at the board writes three or more blends, (digraphs, consonants, or vowels). As the teacher calls words with these letters, children put an X under the correct one. This can be played as a point game by giving marks for the first correct answer. (For variation, children can write the sounds they hear in words that the teacher pronounces.)

5. Teacher pronounces a word, cat. Children write it on the board. Teacher says bat. Children erase the c and replace it with b. Continue with other rhyming words. If ending sounds are being stressed, the teacher may ask children to change cat to can, etc. If vowel sounds are being drilled, change cat to cut, and then

to cot. Sometimes the teacher tells what letter to change and has the child say the word that he has written.

6. Prepare 12 x 18 envelopes and label each with a phonogram, (suffix or prefix). Word cards using these phonograms are placed by children in the proper envelope: cat, sat, hat in -AT envelope; can, pan, fan in -AN envelope.

7. Four children take places at board. Each child has a chair beside him. The teacher calls and spells a root word, work. Children are asked to make it say working, worked, works, or worker. Children write the word, then sit down. Other children in the class are given opportunity to challenge writers who have made mistakes and tell why they are wrong. If the challenger is correct, he may take the writer's place. Attention is very good while playing this game because in order to become a writer, the child must find a mistake that someone else has made. The procedure may be reversed. The teacher spells a word with its suffix. Children write the root word. Taking the suffix off and writing the root word seems to be a more difficult step. The first time this game is played all the words should need only the ending added. Then words whose final consonant must be doubled before ending is added may be given. The next step would be words with final e. Then words ending with y. This is also an excellent game to use along with the Bremner-Davis Records: "What says a in away?"

8. A game called "Giant" may be used. Children progress in body position until they are giants. Each word said correctly changes a child's position. Any number of moves may be used:

   a. Sit on floor
      Raise one hand
      Raise other hand

   b. Sit on chair
      Raise one hand
      Raise other hand

   c. Stand on floor
      Raise one hand
      Raise other hand

   d. Stand on chair
      Raise one hand
      Raise other hand

   e. Giant!

9. In "King of the Mountain," all children sit in a row except the king who sits in an area designated "Mountain" and his guard who sits near him. The teacher shows a word and calls on a child who may challenge either the king or the guard to answer. If the challenged one cannot answer and the challenger answers correctly, the two children change places.

10. Students are divided into two teams for a relay game. The teacher pronounces a word. The children take turns making the sound of the vowel (consonant, blend, or digraph) and

identifying it. If he is correct, his team advances. If the wrong answer is given, the other team may have a turn to identify correctly.

11. In order to "take a trip," children must name a certain number of objects they would take with them. Each object must begin with a certain blend, digraph, consonant, or have a designated vowel sound.

12. If a child is having difficulty remembering sounds or words, tracing sometimes helps. As the sound is said slowly, he traces the letters that make that sound on the chalkboard, in the air, in a sand box, or over sandpaper letters. Large cut-out letters may be used to form words, also.

13. Children can make booket s of pictures or words. A page can be made for each sound or they can find or draw pictures to fill out sections of a paper for certain sounds.

14. The Webster Word Wheels. may be used to give practice i n word sounding after a number of sounds have been mastered. Ea ch child has a record sheet (see appendix) one wheel and after the words on r, a check are said for the teache ank beside is made on the first bl e child the wheel's number. Th

says the words again and the next blank is checked. When the child says the word a third time, the last blank is checked. The child is now assumed to have mastered that word wheel and may "teach" that wheel to other students, following the same procedure.

Small individual word wheels can be made using words that are more simple to sound than those on the Webster Word Wheels. (These might also be checked out to be used by children at home.) The cards can be made from tagboard:

Cut a window in the 8 x 4 strip so that the window is large enough to show only one word at a time. Tagboard word strips are moved up or down from the back to expose the words.

15. Clapping syllables is a good way to help children begin to hear the parts of words. The next step could be for each child to respond by holding up 1, 2, 3, or 4 fingers to indicate the number of syllables they hear. Each child may then be given a set of cards with these numbers. He holds up the correct card to show the number of syllables.

There are many good workbooks for use with remedial readers. Many of these contain excellent material for teaching word attack skills. Children seem to develop a real feeling of accomplishment when they can write in their own attractive book that other children in the school are not permitted to use. In order to attain most benefit from these books, the teacher must use them with care. Never pass out books and say: "Work the next page." Workbook lessons are not busy work but are valuable tools in the hands of a good teacher.

Sometimes workbooks move too fast with a skill for remedial readers to grasp the content. When this happens, the teacher might use supplementary activities to extend practice such as games and duplicated materials which are related to the same subject.

INCREASING COMPREHENSION

Comprehension should be involved in all reading instruction, but special attention can be given to this important area where direction is needed by children just as much as in other reading areas such as word attack.

Many fine commercial materials are available for work in comprehension. Skill books, basal and co-basal readers, and other materials as listed in Chapter 2 are excellent. However, the techniques in remedial reading using commercial materials which may also be used in the regular classroom will be different. For example, the Readers Digest Skill Builders could be read aloud by a group of six remedial reading pupils who could then discuss the answers together with the teacher. The emphasis in small group instruction would be to actively involve pupils in oral reading and discussion rather than to give them assignments which could normally be done in the regular reading class.

The manuals of commercial materials will give many good techniques which will be effective. Professional textbooks and journals will also list ideas that can be used effectively with children who have problems in reading.

The following techniques are representative of many ideas that can be planned by teachers. The chalkboard, typewriter, paper, and pencil are very effective teaching aids for teaching comprehension, so these teacher-planned activities may give ideas for effective comprehension techniques.

Word Recognition and Meaning Practice
Materials: Sets of 1, 2, 3 response cards for each child. Set of flash cards for teacher use:

1	2	3
cry	jump	hop

Suggested cards:			
	slide	walk	creep
	sleep	carry	hide
	laugh	dig	ride
	plant	paint	pant

Procedure: The teacher flashes a card to the class. One child dramatizes one of the words and the rest of the children flash the correct response card. For example, using the three words above, one child would pretend to cry and the rest of the children would respond by flashing card 1.

Practice on Multiple-Meaning Words
Materials: Sets of 1, 2, 3 response cards for each child. Set of flash cards for the teacher's use. One side of the teacher's flash cards would have the word with three different definitions on the front of the card, numbered 1, 2, 3. Questions on the back of the card are read to the children.

Front of card for the word "bank."

1. A place to put money.
2. Rising ground bordering a river.
3. To pile up or heap.

Back of card:
In this sentence, how is BANK used? We pulled the canoe up on the BANK.

Procedure: The teacher shows the definition card to the children and reads the sentences on the back. The children flash the number that corresponds with the correct meaning.

- Develop Word Meanings

Materials: Set of yes and no response cards for each child. Set of word cards for teacher use with questions on the back.

Front of card, CUT

Back of card, questions such as:

Can a knife do this?
Will a spoon do this?
Will a scissors do this?

Procedure: The teacher flashes a word card and says a statement or question about the word. The children respond yes or no with their cards.
Variation: The children may have word cards at their seats. The teacher makes a statement and the children hold up the word that answers the question or statement.

- Introduction of Words in a Story

Materials: Cards with the word and a picture that describes the word. Only the word is on the back of the card.

Procedure: The students practice saying the words with the picture showing. They then try to say the words without looking at the picture clue.

- Dictionary Skill

Materials: Sets of 1, 2, 3, 4 response cards are given to each pupil. Directions on the board or on a chart show that the alphabet will be considered as being divided into four parts:

Part 1	A - G
Part 2	H - M
Part 3	N - T
Part 4	U - Z

Questions for the teacher to use:

In what part would you find words beginning with C?

In what part would you find the word run?

Procedure: Teacher asks question and pupils respond by holding up the correct response card.

- Recognizing Phrases

Materials: Cards with sentences cut into phrases.

Run to the front of the room ---- skip to the door.

Sit on the chair ---- fold your hands.

Procedure: The teacher can read these cards in phrases, or he can show them to the students. The student then does what the card says.

- Recognizing Words in Their Correct Place

Materials: Reading texts and chalkboard.

Procedure: The new words in their phrases are put on the board. The student reads from the text and finds the phrase in its context. He is asked to put the words or phrase in a new sentence.

- Reading in Phrases
  Materials: Poetry books and tape recorder.

  Procedure: When poetry is read by phrases, the meaning is easier to understand. Taping helps the child see his improvement.

- Sentence Sense
  Purpose: To get meaning from the sentence when pronouns are used. Material: texts and chalkboard.

  Procedure: Sentences are placed on the board that are lifted from the text. The students are to identify the person or thing that the pronoun refers to.

- Recognizing the Importance of Whole Sentences
  Materials: Sentences on chalkboard or paper with words omitted.

  Procedure: The teacher reads a sentence omitting words. Child identifies the missing words or words that make sense.

- Getting Real Meaning of Paragraphs
  Materials: Articles from newspapers; Ann Landers, Dear Abby, etc.

  Procedure: One student reads the problem. It is discussed before the columnist's answer is given. This activity is good for overage students who will find this type of reading interesting. Sports pages or magazine articles interesting to children can also be used.

- Specific Skill Series Game
  Materials: Each child has cards with 1, 2, 3 printed on them. Each child has a copy of the Specific Skill Books, Locating the Answer, Following Directions, and Getting the Facts.

  Procedure: This game is patterned after the television panel game, "To Tell the Truth." In a group of very slow students, the teacher may be moderator, in other groups one of the students may do this job. Individual questions to be answered are read by the pupils. The children look for the answer and place the card 1, 2, or 3 in front of them without letting the other panel members see it. The correct answer is revealed and each correct score gets 50 points.

- Sequential Order
  Materials: Comic strips.

  Procedure: Pictures in comic strips are cut apart and mixed. Students are told to put in correct sequence to tell the story.

- Time Identification Practice
  Materials: Each child has a set of three response cards:

  Now Past Future

  Set of phrase cards for teacher use:

  he runs she will go
  they have gone they are drawing

Procedure: The teacher either reads the phrases from a list or shows the phrase flash card to the children. They flash the correct category card.

Workbooks can be used in a variety of ways. Pages can be torn from the workbooks as needed and can be mounted for special exercises.

Stories can be written and illustrated by the students. Then the stories can be shared with parents and other students.

There are many materials and techniques for the teaching of comprehension in reading. The main problem seems to be in the organization of the program so that each child can receive needed instruction at his reading level.

IMPROVING ORAL READING ABILITIES

Oral reading should be done each day in the remedial reading period. Children who are poor readers seldom are called upon to read orally in regular classrooms and, therefore, get little practice in this type of reading. Also, the attention span of children who are poor readers is often short so that they cannot keep their attention on material that they are reading silently. As the teacher listens to the child read orally, help can immediately be given so that the problem can be corrected, and skill lessons can be used at a later time to improve deficient areas as needed.

The materials for oral reading are listed in Chapter 2. Books should be easy enough for the children to pronounce most of the words without teacher aid.

Some ideas for oral reading are:

- Convert story into a play and read parts acting out characters.
- Write own plays to be read by classmates.
- Select a key word or words in desired material and have child find a synonym for that word, then use the synonym when reading.
- Choral reading is very effective in oral reading.
- Use tape recorder and let children hear themselves.
- Cut out paragraphs from old readers or magazines and read.
- Prepare puppets and read scripts.
- Use phrase cards, read and act out the expressions.
- Commercial materials are excellent, be sure to get material that the children can read without difficulty.

Recreational reading depends upon opportunity, interest, and taste. Each reading teacher should allot a definite time for leisure reading in each week's program. Ample reading materials should be provided in a considerable variety of content and level of difficulty to satisfy differences in interest and ranges of reading levels of pupils. Teachers should guide the children's choices in the light of their past reading experiences and their present needs.

Educators agree that remedial readers think and reason less well than the average classmates. Children with reading problems also have a shorter span of interest and are less imaginative. For these reasons, the remedial teacher must provide recreational reading materials that will permit retarded readers to experience day-to-day success.

Properly guided, remedial readers develope a need for independent reading, and many such pupils cultive a desire to read because they have been involved in successful reading activities.

Some of the many techniques and devices used successfully by teachers for motivating recreational reading in remedial classes are included in the following list:

1. Display up-to-date, attractive books in reading corners in the room. Arouse interest in the books by making an interesting comment about each book.
2. Recommend books that appeal to the remedial reader's more mature interests, in spite of simple vocabulary.
3. Be sure that the material is easy enough to insure successful reading with not more than two or three unfamiliar words on each page.
4. Order sets of Traveling Library books from the Reading Center's catalog of Traveling Library books. (The catalog specifies the reading and interest level of each book.) Also, available from the Reading Center is a pamphlet listing Recreational Reading Materials for Reluctant Readers which lists the reading and interest levels of books obtainable in the school or public library.
5. Do permit pupils a choice of independent reading materials.
6. Remember that the enjoyment of literature is concerned with the development of good attitudes and appreciation rather than with the development of skills.
7. Read and tell a variety of good stories to get children interested in reading.
8. Read all but the climax of a story and leave that for the individual reader.
9. Know the individual interests of children and suggest titles accordingly.

10. Introduce for recreational reading book length stories that have a connection with stories in the basic reader.

11. Provide a time for audience reading permitting pupils to share enjoyable parts of books.

12. Let the children try to sell their book to others by telling just enough of the story to get classmates interested in the outcome.

13. Provide time for creative activities following completion of a story. Such activities might include dramatization, puppetry, picture illustrations of stories, etc.

14. Help the children to relate story experiences to their experiences.

15. Write two or three pertinent and easy questions about a book on an index card and place it in the pocket of the book. Let pupils read the book and answer the questions. Give 5 to 10 points, according to difficulty, for questions answered correctly. Keep a chart of points earned.

16. Use other incentives for increasing the number of books read. Examples: Climb the Ladder to the Haystack chart shows individual seals in the haystack for books read by different pupils; Reading Tree chart adds a leaf for each book read. Children enjoy both individual and group charts.

17. Motivate recreational reading with a baseball game. Draw a baseball diamond on the chalkboard or bulletin board. Children move from base to base as they read a book, and four books read means a home run. The object of the game is to see who can get the most home runs.

18. Have an occasional What's My Line? program. The teacher is the moderator, guests are characters from books portrayed by pupils, and students take turns being panel members.

19. Information Quiz is another interesting activity. The Library Center can provide the book quiz questions in six levels of difficulty. Sample questions: If you had no bone for your dog, who might you be? (very simple) In the book Little Pear by Elinor Lattimore, what did Little Pear receive for Christmas? (more difficult) In what book does a character find that his nose grows longer whenever he tells a lie? (still more difficult)

20. Make use of flannel boards to show storybook characters as you relate the story.

21. Write sentences relating events in a story. Let the children put the sentences in proper sequence.

22. Show a sequence of pictures and let the children relate the story.

23. Teach children songs about the characters in stories. (Example: "The Shoemaker and the Elves")

24. Use filmstrips and movies of good children's literature obtainable at the Audio-Visual Aids Center or in your school.

25. Make use of story-telling records.

26. Encourage children to watch T.V. book programs.

27. Make use of radio, television, movies, and other diversions that beguile children away from reading to promote interest in related activities.

28. Occasionally let all pupils participate in choral reading.

29. Let the children write riddles about storybook characters.

30. Continuously display new books and jackets of good books.

31. If a book is enjoyed, encourage children to read other books of the series or by the same author.

32. Encourage each child to obtain a library card of his own.

33. Help pupils to browse with a purpose -- to look for appealing, readable books. Point out that illustrations play a part in making a book interesting.

34. Keep all recreational reading periods filled with fun activity and all pupils will participate in the game of reading and never tire of it.

On looking ahead....

*....people are not all the same any more than the vegetables, fruits, trees, and animals are all the same. A fox lives one way; the buck another way. Both have different needs. A pine tree will die where a poplar tree will grow. Grapes need sun; celery needs shade and more water. Some plants need to be moved; other plants die if you move them....**

To think that meeting the reading level and skill needs of pupils is caring for individual differences is to assume a naive attitude toward learner differences. A host of other considerations cries out for attention....

Dorothy K. Bracken (16, p. 3)

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*Dorothy Bracken quotes from Dobry, Monica Shannon, New York, Viking Press, 1934, p. 108.

PART IV A YEAR LATER

September 4

My Guide -- What a help! It is a means for helping me to focus in the whole program before I make any choices. It would have taken me ages just to figure out, from all the available tests, what would be best for my students. The job of sorting materials is certainly easier after becoming aware of some of the selected ones in the guide. The games -- some of the new ones sound like great fun as well as being helpful to my class -- of individuals.

September 5

A real fun day! The "talk" session I had with my new fourth grade group was most revealing, particularly with the two new students who offer a real challenge toward giving them confidence and reassurance. Jim, especially, has a very negative attitude. How much there is to teaching reading! It's really I who must try to make a difference in getting the students to see themselves as individuals.

September 12

Testing! Testing! I have only the word recognition test check left. I guess it's taken longer than I anticipated but I'm so glad that I have not only checked but have taken the time to double check. I corrected a mistake in my subtraction of dates on Joe's Peabody -- which not only gave an erroneous I.Q. score but, in turn invalidated his Bond Expectancy. The punch out keys on the Gates are great! I must remember that on this test if more than one response for a single answer is given the answer is disregarded. Speaking of testing, Jim will need to have his tests during my planning period Friday. I just couldn't get him to respond to anything today!

September 21

We had fun singing these words to the tune of These Are My Favorite Things.

Short Vowels and Long Vowels and
    Syl-lab-i-ca-tion
Consonants, Sight Words with
    Vo-cal-i-za-tion
Suffixes, Prefixes, Word Wheels in rings
These are a few of my Favorite Things!

My grouping worked out unusually well. Oral reading will be approximately on a 2.5 level and all but Jay can begin study and review of short vowel sounds. He needs help with a few consonant sounds, and Jan will need some extra help in correcting several speech sounds. My Cowboy Jo's all seem to watch western shows on T.V. so I will start with Cowboy Stories. Even Jan and Jo admire Horses!

October 6

I launched the "220 Sight Word Rocket" game today. (Two already knew the first step of the Dolch list for a fast send off!). There are so many tremendous ways to create interest in learning important sight words. Oh! Jon mastered that short e sound today. We were both so pleased! I've really been excited with the results from the Phonics We Use C we are using. Jim is lagging behind because it takes him forever to finish a page when he finally gets started. Think! Think! of something.

Jim is doing better. He does one part of his lesson by himself, then I sit down and, by working with him, help to set a pace for the other part. Jay is having much more difficulty than I expected with his attitude toward reading. I referred him to the clinic where he will be tested for further diagnosis next week.

October 31

"Trick or Treat"- What a mix up we had when working on the short sounds of i and e! I'm going to do lots of practice on these with the lists in Conquests in Reading. Tonight I went through the ideas and materials again from the I.S.T.A session. Such things as auditory discrimination of sounds and giving arranged patterns to symbols were emphasized. Also, how important that I help the students be continually aware of their goals.

November 4

I have been putting most of my efforts on phonics and vocabulary and my planning must now put more emphasis on comprehension. The New

REMEDIAL READING

Group ____________________

WEEKLY PLAN SHEET

Date ____________________

Instructional Area	DAY OF WEEK				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Vocabulary	*Popper Words Set 2*	*My Puzzle Book 2*	*Popper Words Set 2*	*My Puzzle Book 2*	*Popper Words Set 2*
Word Attack	*Vowel Cards (Garrard)*	*Phonics We Use C*	*Phonics We Use C*	*Phonics We Use C*	*Word Family Fun Game*
Comprehension	*New Practice Reader A*	*Using Context B*	*New Practice Reader A*	*Using Context B*	*New Practice Reader A*
Oral and Silent Reading	*DAN FRONTIER WITH THE INDIANS*				
Recreational Reading	*Check out books, share with others, record books on charts, etc.*				

Practice Reader A might be the choice. We sure had a good time today playing "Feed Tim" with our new vocabulary words, and My Puzzle Book is really challenging the children to use their knowledge of the Popper Words.

November 17

Thanksgiving is approaching fast and "thanks" for this day is that all but two have hit the 2 moon with their sight word rocket! Joe made it today and he was so elated, his teacher came in to see his rocket. She has really been helpful in working with Joe on his level. I must be sure to plan another meeting with my students' teachers in order to share our progress, as well as to discuss their present needs.

December 18

We were all working on holiday decorations today. Jon and I were together and he finally opened up and talked to me about some of his problems at home. Maybe being able to talk about how he feels will help him. As a matter of fact, this was a successful day all the way around. Everyone worked well and seemed to enjoy the word wheels using the "in" prefix. My poor Jay! He learns a word list one day and forgets part of the words by the next day, so we have started a card file of words. There was something new for Joe and Jim, too. They were so excited about taping their voices, and they really sounded quite good.

January 8

I think we have been accomplishing a lot in class. The students were really surprised when they evaluated their record sheets and notebooks where they have been in competition with themselves. Yet, as a class, they have been really working with each other. Joe and Jon have been a real help in giving attention to Jim -- who was so proud of his report to his parents.

January 22

Success, Success with a capital S. "Nothing succeeds like success" as the old saying goes.

Many of the children are using new books and the New Practice Reader B, although satisfying, seems to be "old stuff" by now. Joe is sure taking off on his own, I'm really encouraged about his spark of independence.

February 14

The vowels are red,
The consonants blue,
The blends are white --
Let's begin our review.

Our bulletin board combines illustrations of the special days in February along with our daily work. We need review at this point. I thought the three letter blends were going to be a breeze, but some of the sounds are still missing. I am feeling better about the ability of the group as a whole to attack the vocabulary in the New Practice Readers.

February 28

Things have been going much smoother for the past couple of days. They have all really settled down again and are working well, Jim, especially, seems to feel a part of the group. We are having some lessons in speaking and listening to voices on tape. I think we may be ready to try out some plays.

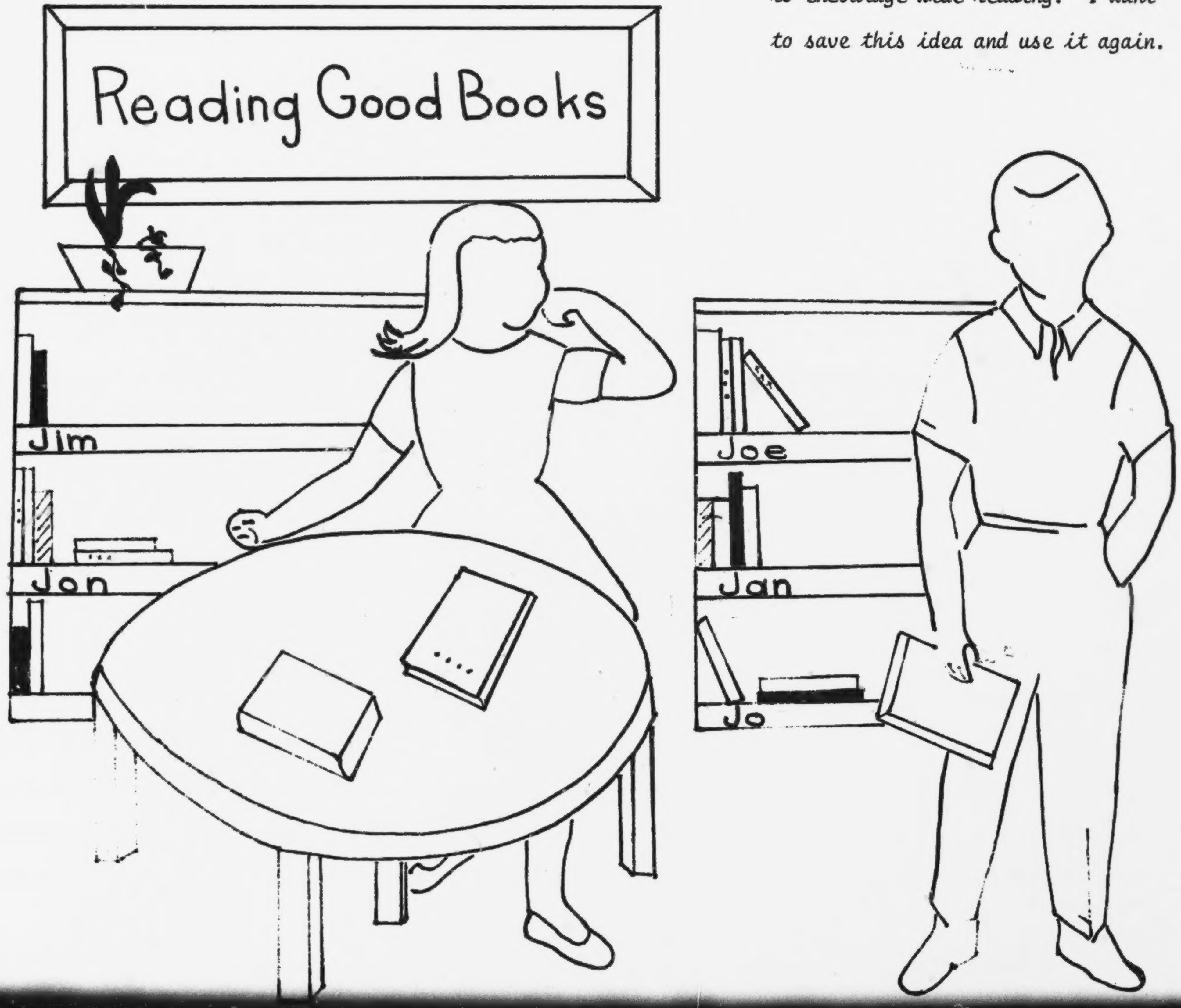
March 5

My guide has certainly been a help to me in giving suggestions and materials to use to keep interest high. The Dan Frontier Series we have been reading orally has created interest and influenced confidence in independent reading. Next week I will have a bulletin board made like a library room. Each one is going to see how many books he can get on his shelf; the name of the book will be printed on a colored slip to look like a book.

April 7

Jon's changing attitude can certainly be noticed as becoming more and more pleasing. He said his mother listens to him read a little when he brings home a book. I'm so glad she came in for a conference, because Jon, his mother, and I

This bulletin board really helped
to encourage wide reading. I want
to save this idea and use it again.


Reading Good Books
Jim
Jon
Joe
Jan
Jo

were helped, I know! I want to visit Jim's home as I still have not been able to contact his parents.

April 7

We had more fun using our imaginations today. After the filmstrip on a folk tale, together we wrote our own story to go with the picture. Everyone really laughed at the ending Jo wrote. Jim is working on his phrase cards although he still wants to sound out too many of the words. Joe is doing great with the Webster Word Wheels. He comes in on his own now and goes right to work on the wheels with suffixes.

April 24

Spring time! They are doing fairly well with recreational reading but it's really taking a big push to keep them motivated in their independent work. I, too, must meet spring with some new ideas.

May 5

It's that time again! Although I have been continual with testing for progress and re-evaluation of my students, the annual report will be coming due. Remembering last fall, I need plenty of time to check over the final tests. So I've got all my testing scheduled for the next two weeks: The Botel Reading Inventory, then Form 2 of the Gates, and a recheck of basic sight words.

May 28

Good news! I have received verification from the University for my summer work in reading. I'm getting anxious to continue my work. The testing at school is completed and went well. As a whole, the group responded satisfactorily. Jay continues to be difficult now and then although his attitude has really improved with the additional help from the reading center.

June 6

I thought I started early in finishing necessary preparations for the closing of school. Always have a few frantic days! I do have the P.T.A. study group on remedial reading scheduled for next November along with tentative dates to meet with the teachers of my students. The teachers gave me quite a big list of possible students for next year that I have been checking.

June 9

All's well! I have been pleased with the test results showing the progress of my students. They were able to see their success and experience a sense of achievement. I'm sure for some it was the first time in their life. Everything seemed so final when I completed their folders I really felt a little sentimental. I am looking forward to a busy and stimulating summer. I want lots of new ideas and have already planned to do some things from the guide that I didn't get to use. It was a real life-saver this year!

AN EXCITING YEAR IN READING

- A year to do your best teaching.
- A year to experience many challenges.
- A year to discover and use many new ideas.
- A year to grow in knowledge.
- A year to become involved in teaching reading.
- A year to plan ahead.

A YEAR OF REMEDIAL READING

SEPTEMBER — OCTOBER

A Discovery Time . . .

- ✓ Select students
- ✓ Review information
  - progress in reading
  - contributing factors
- ✓ Diagnostic testing
- ✓ Establish data on students
- ✓ Select instructional material
- ✓ Begin instruction
- ✓ Plan for conferences
- ✓ Refer students to Reading Clinic
- ✓ Attend Reading Council meetings
- ✓ Be a part of ISTA
  - by attendance
  - by sharing

* My room is attractive and comfortable!

JANUARY — FEBRUARY

A Check-Up Time . . .

- ✓ **Review skills**
- ✓ Check progress of sight vocabulary
- ✓ Visitations
  - by interesting people
  - to interesting places
- ✓ Conferences on progress
  - with parents
  - with students
  - with teachers
- ✓ Student progress evaluated
  - by record sheets
  - by notebook material
- ✓ Emphasize chalkboard
  - instruction
  - practice
- ✓ Meanings to new vocabulary
- ✓ Give an extra "push" where needed

*My students have all gained in some area of reading!

MARCH -- APRIL

A Creative Time . . .

- ✓ Experience stories
- ✓ Filmstrip teaching
- ✓ Push recreational reading
  - introduce new series
  - children share own books
- ✓ Tape reading for comparison with earlier recording
- ✓ Give plays
- ✓ Make applications for summer programs
- ✓ Make plans for a parent study group for next year
- ✓ Try new materials

* My group composed a fun booklet on rhymes!

A YEAR OF REMEDIAL READING

SEPTEMBER — OCTOBER

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on students

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✓ Begin instruction

✓ Plan for conferences

✓ Refer students to Reading Clinic

✓ Attend Reading Council meetings

✓ Be a part of ISTA
  - by attendance
  - by sharing

ive and comfortable!

NOVEMBER — DECEMBER

An Enthusiasm Time . . .

✓ Emphasize success of students

✓ Oral instruction

✓ Careful direction of written practice

✓ Tape reading of students

✓ Emphasize phonics skills by using charts

✓ Play word games

✓ Concentration on phonics records

✓ Students know you try to understand

* My bulletin board on blends is a success!

MARCH -- APRIL

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new series
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r re-

✓ Give plays

✓ Make applications for summer programs

✓ Make plans for a parent study group for next year

✓ Try new materials

a fun booklet on rhymes!

MAY -- JUNE

A Summary Time . . .

✓ Reviewing

✓ Testing

✓ Evaluating

✓ Conferences
  - children
  - parents
  - teachers

✓ Reporting

✓ Planning for future students
  - with teachers
  - use records

✓ Completing student records

✓ Summer programs for students

✓ Summer teaching

✓ Advanced study

* My year -- happy, challenging, and rewarding!

On motivation....

> The mechanical details of operation are not the essence of a program; what each individual does IS the program. Motivating the reader is the key to the success of any remedial program....include the necessity of having a variety of reading material at the difficulty level the reader can handle; working on factors which will make the most difference in the child's reading and which help to emphasize progress; helping the child to develop insight into his reading and allied problems; seeing that reading is always purposeful; helping the child regain self-confidence and accept the fact that he can learn to read. All of these are instrumental in reducing tension in the reading situation....

Arthur W. Heilman (20, p. 424)

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APPENDIX

Answers to quiz on page 10

Chronological Age 14 - 2
14 - 11
13 - 9

SPECIAL READING PROGRAM

REFERRAL BLANK

Pupil's Name ____

Present Grade Level _____ Number of Years Failed _____

Age _____ Date of Birth ______________________________________

Reading Grade Level if Available _______ Test Given ________________

Date Reading Test Given _______________________________________

I.Q. _______ By What Test ___________________ Date Given _________

List any special weaknesses this pupil has in reading such as:

vocabulary, phonics, phrase recognition, rate, or comprehension.

Comments:

Date ____________________________

Referring Teacher _________________

Form S-1

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

SPECIAL READING PROGRAM

STUDENT RECORD

Name of Student ________________________________ Present Grade _______

Date of Birth __________________ Age _____ Boy _____ Girl _____

Referring Teacher ____

Test Results

Form	Speed	Vocabulary	Comprehension	Total
____	_____	____	____	_____
____	_____	____	____	_____
____	_____	____	____	_____

I.Q. _______ M.A. _______ Test _____________ Date Given _________________

Bond Expectancy _____

Other Tests:

Special Help Needed:

Remarks:

Form S-2

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

SPECIAL READING PROGRAM PLANS

Grade level or Section ______________________ Date _______Time _______

Materials Needed:

Outline of Lesson:

1.

2.

3.

4.

5.

Evaluation of Lesson:

Suggestions for Next Lesson:

Form S-3

READING CENTER

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

DIRECTIONS FOR FILLING OUT THE ANNUAL REMEDIAL READING REPORT

1. Copies of the report should be sent to the school principal and the Reading Center, and one copy should be kept in the files of the remedial reading room.
2. The report will be sent to the principal and Reading Center during the last week of school.
3. Each grade level should be placed on a different sheet.
4. The names of the pupils should be written in alphabetical order, last names first.
5. The age of the pupil should be determined when the first reading score is recorded. This should be written as a calendar year figure such as 9-11 to indicate 9 years and 11 months.
6. The grade for each pupil is an optional blank to be used to record average reading report card grades if desired.
7. The I.Q. can be obtained from regular school records. If there is doubt concerning the validity of an I.Q. score, or if no test has been given, the Peabody Picture Vocabulary Test or Lorge-Thorndike Non-Verbal Test can be obtained from the Reading Center.
8. The Bond Expectancy can be determined from charts which are available from the Reading Center.
9. Any form of the Gates Reading Survey can be used at the beginning and end of the school year. Copies of the test, answer sheets, keys, etc., are available at the Reading Center.
10. The comments column should be used to point out special cases or to make special recommendations.
11. The total column should show the number of pupils (next to the word total), the mean age, mean I.Q., total years failed, mean Bond Expectancy, and mean Gates Reading Survey scores for both tests. The mean is computed by adding scores in the column and dividing by the total number of pupils in the column.

School____________

Teacher____________

Grade____________

Date____________

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

Annual Remedial Reading Report

Pupil	Age	Grade	I.Q.	Years Failed	Bond Exp.	Gates Reading Survey		Comments
						Form____	Form____	
TOTAL								

Form S-4

READING CENTER

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

ORDER FORMS FOR READING TESTS AND PRINTED MATERIALS

Name ______________________________

School ____________________________

No. Copies		Forms
______	D 7	Gates-Peardon Answer Sheet
______	D 8	McCall-Crabbs Answer Sheet
______	D 9	Practice Reader Work Sheet
______	D10	Using the Dictionary
______	D13	Sound Sheet
______	D19	Reading for Meaning Work Sheet
______	D23	Service Words
______	D26	Rules for Syllabication
______	D27	SQ3R Study System
______	D28	Diagnostic Spelling Test, Grades 4+ (1 copy per teacher)
______	D30	225 Word Demons
______	D31	First 1000 Words According to Frequency of Use (1 copy per teacher)
______	D32	Recreational Reading Materials for Use
______	D33a	Student Answer Sheet for Using the Context
______	D33b	Performance Chart for Using the Context
______	D34	Student Record Sheet for the Tachistoscope
______	D35	Teacher Check List of Oral Reading Difficulties (1 copy per teacher)
______	D38a	SRA Power Builder Answer Sheet
______	D38b	SRA Power Builder Progress Chart and Answer Sheet
______	D38c	SRA Rate Builder Progress Chart and Answer Sheet
______	D38III	SRA Power Builder Answer Sheet (grades 7-8)
______	D39	Reading for Understanding Answer Sheet
______	D40	Recreational Reading Graph
______	HS-1	Purdue Reading Films Student Answer Sheet
		Questions for Purdue Reading Films
______		Sample Weekly Lesson Plans for Intermediate Grades
______		11 step Check List for Basic Sight Words
______		Sound Dictionary for Bremner-Davis
		Records (The Sound Way to Easy Reading)
______		Webster Word Wheels Check Sheet
______		Answer Sheet for SRA Better Reading Books
______		Booklet Describing the Evansville Reading Program (for parents)
______		Catalog for Traveling Library Books
______		Order Blank for Traveling Library Books

Remedial Reading

______	S-1 Special Reading Program Referral Sheet
______	S-2 Special Reading Program Student Record Sheet
______	S-3 Special Reading Program Plan Sheet
______	S-4 Annual Remedial Reading Report

Tests

Student rest booklet for Gates Reading Survey
______ Form M-1
______ Form M-2
______ Form M-3
______ Manual for Gates Reading Survey
______ Student Answer sheet
______ Key for form M-1
______ M-2
______ M-3
______ Bucks County (Botel) Word Recognition Test
______ Manual for Word Recognition Test
______ Phonics Mastery Test
______ Teacher's Guide for Phonics Mastery Test
______ Barbe Reading Skills Check List-Readiness
______ Barbe Reading Skills Check List Grade 1
______ Barbe Reading Skills Check List Grade 2
______ Barbe Reading Skills Check List Grade 3
______ Barbe Reading Skills Check List Grade 4
______ Barbe Reading Skills Check List Grade 5
______ Barbe Reading Skills Check List Grade 6
______ Basic Sight Words
______ Reading Expectancy Tables
______ Peabody Picture Vocabulary Test Sheet Form A
______ Peabody Picture Vocabulary Test Sheet Form B

Answer Keys

______ McCall-Crabbs Book A
______ McCall-Crabbs Book B
______ McCall-Crabbs Book C
______ McCall-Crabbs Book D
______ McCall-Crabbs Book E
______ Using Context A
______ Using Context B
______ Using Context C
______ Using Context D
______ Using Context E
______ Using Context F
______ Working with Sounds A
______ Working with Sounds B
______ Working with Sounds C
______ Getting the Facts A
______ Getting the Facts B
______ Getting the Facts C
______ Getting the Facts D
______ Locating the Answer A
______ Locating the Answer B
______ Locating the Answer C
______ Locating the Answer D

READING CENTER

EVANSVILLE VANDERBURGH SCHOOL CORPORATION

NAME ______________________________

BASIC SIGHT WORDS

About half of the words on any page in a book are from a basic list of 220 words. See if you can learn all of these words to help make reading easier and faster for you.

You must correctly say all 20 words without help to complete each step.

STEP 1

a
at
get
has
him
in
into
jump
little
me
on
out
ride
soon
ten
the
two
up
was
what

Date Completed ________________

STEP 2

are
as
by
call
did
fast
find
go
he
her
it
its
know
may
one
run
so
three
too
yes

Date Completed ____________________

STEP 3

away
be
big
carry
down
five
fly
no
of
put
ran
red
saw
see
stop
that
this
to
we
you

Date Competed ________________

STEP 4

after
am
blue
came
can
cold
come
for
funny
had
I
if
like
look
not
old
over
play
will
who

Date Completed ____________________

STEP 5

an
and
black
brown
but
do
going
good
green
have
help
here
his
she
some
under
went
with
yellow
your

Date Completed ________________

STEP 6

all
around
don't
eat
from
give
is
make
my
said
sit
thank
then
there
us
want
when
where
would
write

Date Completed ____________________

STEP 7

ask
best
clean
draw
far
gave
hot
kind
long
myself
once
own
read
shall
small
them
today
very
were
work

Date Completed ____________________

STEP 8

again
because
both
cut
eight
found
got
hurt
let
many
new
open
please
round
sing
take
they
try
warm
white

Date Completed ____________________

STEP 9

about
ate
better
could
drink
first
goes
how
laugh
made
never
only
pick
right
show
start
these
together
walk
which

Date Completed ____________________

STEP 10

always
been
bring
does
every
four
grow
just
light
much
now
or
pretty
say
six
tell
think
upon
wash
why

Date Completed ____________________

STEP 11

any
before
buy
done
fall
full
hold
keep
live
must
off
our
pull
seven
sleep
their
those
use
well
wish

Date Completed ____________________

READING CENTER

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

SCHOOL REQUEST FOR READING EVALUATION AND TUTORING

______________________________ Date

Pupil's Name ______________________ Address ______________________

School __________________ Sex___ Grade___ Age___ Date of Birth _________

Intelligence Test Results:

Test	Date	M.A.	I.Q.

Recent Achievement Test Results:

Test	Date	Results

Physical Status of Pupil (School Nurse)

Statement of General Physical Condition:

Audiometer Test Results (Date and Findings):

Vision Test Results (Date and Findings):

Pupil's Attitude Toward School:

General Statement Concerning Attendance:

Recent Grades in Academic Subjects: Reading _______, English _______,

Spelling _______, Arithmetic _______, Study Skills ___________,

Social Studies _______, Science

Comments by Teachers and Principal Concerning the Pupil's Reading Problem:

Teacher's Signature

Principal's Signature

Please attach parent permission sheet to this form and send to the Reading Center. Schools will be notified of testing and tutoring days to see if the pupil can be released from school.

READING CENTER

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

PARENT REQUEST FOR READING EVALUATION AND TUTORING

____
Date

Pupil's Name ____________________ Address ____________________

Telephone Number ____________________

Father's Name ____________________ Address ____________________

Mother's Name ____________________ Address ____________________

Please write any comments or list any information that might be helpful for the reading tutor in his work with your child:

I request that my child be given a series of tests at the Reading Center, 911 Walnut Street, to determine how he can best improve his ability to read. I understand that the school and home will be contacted concerning the times of the test and tutoring sessions (if needed). I realize that I must furnish transportation for my child to the Center.

____
Parent's Signature

Please return this form to your child's school.

READING PROGRESS REPORT

Date ____________________

Name ______________________________

Grading Period:	1	2	3	4	5	6
Completes all work required.						
Shows interest in receiving special help.						
Has good attitude toward work.						
Needs to improve in attitude and interest.						
Shows steady improvement.						

REMARKS: (Teacher or parents)

Please sign and return with Report Card.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Teacher ______________________

Sample form used at Howard Roosa School

Date ____________________

Dear ____________________:

____________________ was referred to me because of reading difficulties. Your child is going to have some special aid in reading in addition to regular classwork. Tests have indicated there is need for additional help.

If you wish to discuss your child's problem with me, you may call __________ and arrange a conference between ____________________ and ____________________.

Please sign this blank and return it to the school at your earliest convenience.

Sincerely yours,

____
Reading Teacher

____
Principal

____
Parent's Signature

Sample form used at Harper School

_________________________ School

_____________________, 19 _____

Dear ______________________:

During the past _______ months, your child has been receiving special help to strengthen his reading skills. At the present time he is reading at ____________ level. We believe that _______________ can now function effectively in his regular class and will discontinue attending the special reading class.

It has certainly been a pleasure to work with ____________________.
We thank you for your understanding and cooperation. If I can be of assistance at any time, feel free to call me.

Your suggestions or comments will be sincerely appreciated.

Sincerely yours,

____
Teacher's Name

____
Principal's Name

____
Parent's Signature and Comments:

Sample form used at Helfrich Park School

Reading Center
EVANSVILLE-VANDERBURGH SCHOOL CORPORATION
Evansville, Indiana
September, 1967

TRAVELING LIBRARY BOOKS - Grades 1 - 6

Books now available through the traveling library are listed under reading level headings. The type of books is indicated by a code which precedes the title.

G -- Geography
H -- History or Health
M -- Miscellaneous
R -- Reader
RR -- Remedial Reader
S -- Science Book
SS -- Social Studies
SU -- Supplementary to a Basic Reader

An asterisk (*) to the right denotes that a teacher's edition of the book is available.

The approximate number of copies is shown in the column on the right. When making your requisition, please indicate how many copies you need. Requisition blanks may be secured from your school office.

If another teacher in the building wants to use a set before you return it, will you please ask your secretary to check with the secretary of the traveling library as to whether the books are in demand. If not, the change for the books can be transferred to the other teacher.

When you are finished with the books, ask your secretary to call for a pick-up order. Please return books to the traveling library as soon as you are through with them.

These books are provided for the benefit of the children in the public schools. They are ordinarily used for supplementary reading after one or more basic texts have been read. However, second and third grade teachers may want to use books on a lower level at the beginning of the year. Any teacher may call for any level she needs for a group.

DO NOT PERMIT CHILDREN TO TAKE BOOKS HOME.

Marie Strunk
Supervisor of Primary Education

Margaret Hunt
Supervisor of Intermediate Education

PRE-PRIMER LEVEL

Code	Book Title	No. of Books
R	The ABC, All In A Day, American Book Co., 1962 Third pre-primer of series.	15
R	The ABC, On Our Way, American Book Co., 1962 First pre-primer of series.	15
R	The ABC, Time To Play, American Book Co., 1962 Second pre-primer of series.	15
R	The Big Show, Houghton-Miflin.	15 *
R	Bigger and Bigger, D. C. Heath.	15 *
SS	Billy and His Friends, Follett Publishing Co., 1950 Friends, Toys, Pets, Colors, Rides, Work and Play. Simple text. Correlates well with our basic texts.	20 *
SS	Bucky Button, Benefic Press, 1953 Boy helps father. 55 word vocabulary. Interest level PP-2.	15 *
SS	Buttons at the Zoo, Benefic Press, 1954 Interest level PP-2.	15 *
R	Come Here, The John C. Winston Co., 1960 First pre-primer of series.	15 *
SU	Come With Us, Ginn and Co., 1959 Enrichment reader to be used before the primer level.	18
RR	Cowboy Sam and Big Bill, Benefic Press, 1960	50
RR	Cowboy Sam and Dandy, Benefic Press, 1962	40
RR	Cowboy Sam and Freckles, Benefic Press, 1960	30
RR	Dan Frontier, Benefic Press, 1957 Frontier life, kindness to animals. Interest level PP-2.	15
RR	Dan Frontier and The New House, Benefic Press, 1961	30
R	Frog Fun, Harper and Row, 1963	30
R	Fun With Us, The Lyons and Carnahan, 1954 Third pre-primer of series.	20 *
R	Go Up, The John C. Winston Co., 1960 Third pre-primer of series.	12 *

Code	Book Title	No. of Books
R	High on a Hill, Row, Peterson and Co., 1957 Fourty pre-primer of series.	20
R	In the City, Macmillan Co., 1965	30
S	Let's Go, Beckley-Cardy Co., 1953 Science and conservation. 37 word vocabulary.	16
R	Look at The Moon, Lyons and Carnahan, 1965	30
R	Magic Box, Macmillan Co., 1965	30
R	My Little Blue Story Book, Ginn and Co., 1948, 1957 Third pre-primer of series	45 *
R	My Little Green Story Book, Ginn and Co., 1948, 1957 Second pre-primer of series.	45 *
R	My Little Red Story Book, Ginn and Co., 1948, 1957 First pre-primer of series.	45 *
SU	Ned and Nancy, D. C. Heath and Co.	15 *
R	Open the Door, Row, Peterson and Co., 1957 Third pre-primer of series.	20 *
R	Opening the Door, Macmillan., 1965	30
SU	Our Day, Beckley-Cardy, 1954	15
R	People Read, Macmillan, 1965	30
R	Play With Us, Lyons and Carnahan, 1954 Second pre-primer of series.	20 *
R	Skip Along, Row, Peterson and Co., 1957 First pre-primer of series.	20 *
SU	Splash, Macmillan, 1957	15 *
R	Stop and Look, The John C. Winston Co., Second pre-primer of series.	12 *
R	Things You See, 1965	45
SU	Tip, Houghton-Miflin, 1949	15 *
SU	Tip & Mitten, Houghton-Miflin, 1949	15 *
SU	Toby, Macmillan.	15 *
SU	Tuffy and Boots, Macmillan.	15 *

Code	Book Title	No. of Books
R	Tuggy, Harper and Row, 1963	30
R	Under the Sky, Row Peterson and Co., 1957 Second pre-primer of series.	20 *
R	We Come and Go, Scott Foresman Co., 1956	20 *
R	We Look and See, Scott Foresman Co., 1956	20 *
R	We Work and Play, Scott Foresman Co., 1956	20 *
	PRIMER LEVEL	
R	The ABC, Up the Street and Down, American Book Co., 1962	15 *
R	Around the City, Macmillan, 1965	30
SS	At Home, Scott, Foresman and Co., 1956	30 *
SU	Big Top, Benefic Press, 1958 Circus stories. Interest level P-2.	15
SU	Buttons and the Pet Parade, Benefic Press, 1954	15 *
SU	Buttons and the Whirlybird, Benefic Press, 1959 Interest level P-3.	15 *
R	Come With Me, The John C. Winston Co., 1960	12 *
RR	Cowboy Sam, Benefic Press, 1960	30
RR	Cowboy Sam and Miss Lilly, Benefic Press, 1958	15 *
RR	Cowboy Sam and Porky, Benefic Press, 1952 (Porky is a horse.) 89 word vocabulary Interest level P-3.	30 *
RR	Dan Frontier and The Big Cat, Benefic Press, 1961	60
RR	Dan Frontier Goes Hunting, Benefic Press, 1952 Frontier life, cooperation stressed. Interest P-3.	30 *
R	Day In and Day Out, The New Row, Peterson and Co., 1952 The Alice and Jerry Primer.	30 *
R	Guess Who, Scott, Foresman Co., 1951 Junior Primer. It is recommended that these books be used only with the children who, after completing the three pre-primers, need addition work before beginning the primer.	85 *

Code	Book Title	No. of Books
H	Happy Days with Our Friends, Scott Foresman Co., 1948, 1954 35 words beyond pre-primer vocabulary.	62 *
SS	I Play, L. W. Singer Co., 1957 Simple text stories of daily life.	15 *
SS	Jerry Goes Riding, Beckley-Cardy Co., 1950 Experiences with various types of vehicles. 85 word vocabulary.	31
S	Let's Try, Beckley-Cardy Co., 1953 Science and conservation, 93 word vocabulary Could be used in second grade also.	16
R	Many Surprises, Lyons and Carnahan, 1949	17 *
R	Moonbeam At The Rocket Port, Benefic Press, 1965	30
SS	Our Family, Beckley-Cardy Co., 1949 Brief text about families of different kinds.	15
R	Our School, Allyn and Bacon, 1963	60
SU	Peppermint Fence, D. C. Heath, 1964	15
R	Six In A Mix, Harper and Row, 1965	60
SU	Story Wagon, L. W. Singer, 1960 Prose and Poetry Series. Each story followed by exercises testing comprehension.	15 *
SU	Tales to Read, Laidlaw Brothers, 1961	15
SS	Tom and Susan, Scott, Foresman Co., 1951 Can be used after the basic pre-primer.	41 *
R	Tommy Finds Out, Lyons and Carnahan, 1965	50
SU	Under the Apple Tree, Ginn and Co., 1964 Enrichment reader for Ginn's basic series.	36
SU	Up the Street and Down the Street, Betts Welch, 1963	10
SU	Wishing Well, The Row, Peterson Co., 1957 Parallel primer for Alice and Jerry series.	15
SU	Worlds of Wonder, Macmillan, 1965	50

FIRST READER LEVEL

Code	Book Title	No. of Books
R	The ABC, Around Green Hills, American Book Co.	15 *

Code	Book Title	No. of Books
H	All Day Every Day, American Book Co., 1954	16 *
SU	Anything Can Happen, Row, Peterson Co., 1957 Parallel reader for Alice and Jerry Series.	15
SS	At School, Scott, Foresman Co., 1956	15 *
R	Away We Go, Winston, 1960	15 *
R	Being A Friend, McCormick Mathers, 1965	60
SS	Billy Goes to School, Follett Publishing Co., 1949 Family as well as school life.	17
SS	Billy's Friends, Follett Publishing Co., 1949	20 *
R	Blue Dog, Lyons and Carnahan, 1966	50
SS	Buttons at the Farm, Benefic Press, Interest level 1-4	30 *
SU	Buttons Goes Camping, Benefic Press	20
H	Come On, Beckley-Cardy Co., 1955 Health and Safety.	15
RR	Cowboy Sam and Flop, Benefic Press, 1958	25
RR	Cowboy Sam and Freddy, Benefic Press, 1951	60
RR	Cowboy Sam and Shorty, Benefic Press, 1953 Excitement on the ranch, including a prarie fire. Interest level 1-4.	30 *
RR	Dan Frontier with the Indians, Benefic Press, 1959 Interest Level 1-4.	15 *
RR	Dan Frontier Trapper, Benefic Press, 1959	90
SU	First Fairy Tales, Charles E. Merrill Books, Inc., 1964	15
H	From Head to Toe, Winston, 1954	16 *
R	Good Times on Our Street, Macmillan Co., 1945 Down our Street, Little Animals, The Circus, Around the Year, When We Grow Up for Fun.	37
H	Good Times with Our Friends, Scott, Foresman Co., 1945 18 words beyond basic primer vocabulary.	81 *
R	Happy Times, Lyons and Carnahan, 1949 Circus Stories, Baby Animals, Old Tales.	15 *

Code	Book Title	No. of Books
H	Health and Happy Days, Ginn and Co., 1954 Health habits at home and school.	15 *
R	I Know a Secret, Winston, 1940 Play Time, Snow, Spring, Surprise, The Circus, The Farm.	36
R	I Know a Story, Row, Peterson Co., 1938, 1956 Old tales attractively illustrated.	30
SS	I Live With Others, L. W. Singer., 1957 A Trip, Play, School, New Shoes, A Birthday, The City.	15 *
R	In City and Country, Silver Burdett Co., 1940 Automobile Stories, School, Policemen, Firemen, Field and Garden, Birds and Animals.	33
S	I Wonder Why, The New, Winston, 1956 Pets and Other Animals, Plants You See, Weather, Day and Night, Land, Water, Air, To Help You Work.	15
R	It Happened On A Ranch, Harper and Row, 1965	60
R	Jack and Janet, Houghton Miflin, 1963	10
RR	Jim Forest and Ranger Don, Harr Wagner, 1961	15 *
R	Just For Fun, Lyons and Carnahan, 1949	15 *
R	Lands of Pleasure, Macmillan, 1965	60 *
S	Let's Find Out, Beckley-Cardy Co., 1951 Using the five senses.	15
SU	Merry-Go-Round, Charles E. Merrill Books, Inc., 1960	30 *
SU	Mike, the Milkman, Whitman, 1953	15
R	On Four Feet, Macmillan Co., 1951	35 *
SU	Open the Gate, Ginn and Co., 1958. Enrichment reader.	60 *
R	Open Windows, American Book Co., 1958 Modern McGuffey series.	44
SS	Our Happy Ways, Bobbs-Merrill Co., 1950 Our Good Friends, Around the City, Happy School Days, Out for Fun, In the Country.	33
R	Our Town, Allyn and Bacon, 1957, 1963 Fun with Our Friends, Work in Our Town, Surprise Everywhere, Fun in Our Town, Stormy Days at the Library.	30

Code	Book Title	No. of Books
RR	Peter and the Fishing Trip, Benefic Press, 1964	30
RR	Peter the Rocket Sitter, Benefic Press, 1964	30
R	Round About, The New, Row, Peterson, 1954 Alice and Jerry series.	33 *
S	Science for Work and Play, D. C. Heath Co., 1954 Simple text, suggestions for experimentation.	31 *
RR	Sea Hunt, Harr Wagner, 1959	70 *
SU	Sky Blue, D. C. Heath, 1964	15
SS	Stories About Linda and Lee, Ginn and Co., 1960 Text cut to minimum.	16 *
R	Stories to Remember, Laidlaw, 1966	30
SU	Story Time, L. W. Singer Co., 1960 Prose and Poetry Series. Each story followed by exercises testing comprehension.	30 *
R	Sunny and Gay, Bobbs-Merrill Co., 1964	60 *
SU	Two Boys and a Tree, Macmillan Co., 1951 Green Leaves, Summer Days, Leaves Come Down, Winter Fun, The Community Grows, How the Children Helped.	36
R	Up and Away, Lyons and Carnahan, 1965	50
R	Up Town Down Town, Bank Street, 1965	30
SU	We Three, Scott, Foresman Co., 1947 Reading for Independence Series	78
SU	We Three, The New, Scott, Foresman Co., 1959	30
SS	Working and Playing, Scribner's, 1950 Home, School, Holidays, Our Garden.	17
R	Worlds of Wonder, Macmillan, 1965	60 *
R	Watch Out For C, McGraw-Hill, 1965	60
R	Uptown, Downtown, Macmillan, 1965	30

SECOND READER LEVEL

R	Along the Way, Winston, 1940	12
R	Around the Corner, Ginn and Co., 1957 Level 2-2.	15 *

Code	Book Title	No. of Books
R	Basic Goals in Reading, 2^1 Webster, 1962	30
R	Basic Goals in Reading, 2^2 Webster, 1962	30
SS	Billy's Neighbor's, Follett Publishing Co., 1950	31 *
R	Blue Skies	17
RR	Cowboy Sam and the Fair, Benefic Press, 1951 A 350 word vocabulary. Interest level 2-5.	40 *
RR	Cowboy Sam and the Rodeo, Benefic Press, 1953	30 *
RR	Cowboy Sam and Sally, Benefic Press, 1959	30
RR	Dan Frontier and the Wagon Train, Benefic Press, 1965	30
RR	Dan Frontier Scouts with the Army, Benefic Press, 1962	30
RR	Dog Stories, Dolch Co., 1954	35
R	Down Our Way, Lyons and Carnahan Co., 1953 Summer Time, Friends Around Town, Animals, Books and Pets, Read a Story.	16 *
R	Down Singing River, American Book Company, 1962	80
R	Down the River Road, Row, Peterson, Co., 1957 Readiness Second Reader.	30 *
R	Enchanted Gates, Macmillan, 1966	60 *
SU	Faces and Places, Allyn and Bacon	20
R	Fields and Fences, Allyn and Bacon, 1957 In School, In the Field, In the Neighborhood, At the Zoo, Make Believe.	30 *
R	Flight to the South Pole, Benefic Press, 1965	30 *
R	Flying Squirrel, Lyons and Carnahan, 1966	50
R	Foolish and Wise, Bobbs-Merrill, 1966	60
R	Friendly Village, The New, Row, Peterson Co., 1957	15 *
S-SS	From Season to Season, Bobbs-Merrill Co., 1947 Geography Foundation Series.	38 *
SU	Giants and Fairies, Charles E. Merrill Books, Inc., 1964	15
R	Green Light Co, Macmillan, 1960	30
R	Happiness Hill, Merrill, 1960	30

Code	Book Title	No. of Books
H	Health in Work and Play, Ginn and Co., 1954	15 *
SS	Hello, David, Scott, Foresman Co., 1943, 1948 29 words beyond Basic One.	25 *
H	Here We Go, Beckley-Cardy Co., 1955	16
R	Hilltop Trails, Lyons and Carnahan, 1965	50
RR	Horse Stories, Dolch Co., 1958	50
SS	I Have Friends, L. W. Singer Co., 1957 Going to the Farm, On the Farm, The Dairy, The New House, The Twins, To School, Trains, All Around the Town, Grandmother, Dress Up.	15 *
SS	In the Neighborhood, Scott, Foresman, 1958	15 *
SU	It Happened One Day, Row, Peterson Co., 1938, 1960 Once-upon-a-time stories.	47
S	Jerry Goes on a Picnic, Beckley-Cardy Co., 1952 Health, safety, nature information.	15
RR	Jim Forest and the Mystery Hunter, Harr Wagner, 1959	40
RR	Lost Uranium Mine, Benefic Press, 1964	30 *
R	My City, Macmillan, 1965	30
SU	Neighbors on the Hill, Row, Peterson Co., 1957 Parallel Second Reader.	28
R	New Friends and New Places, Macmillan Co., 1951 Engines at Work, New Places, Once-Upon-A-Time.	15
R	Open Doors, American Book Co., 1957 Modern McGuffey series.	30
SS	Our Neighborhood, Beckley-Cardy Co., 1955 Well-balanced approach to community life.	15
R	Over A City Bridge, American Book Co., 1963	60 *
RR	Pearl Diver, Harr-Wagner, 1959	30 *
RR	Peter and the Big Balloon, Benefic Press, 1965	30
SU	Peter and the Unlucky Rocket, Benefic Press, 1959	30
RR	Peter and the Rocket Ship, Benefic Press, 1962	30
SU	Peter and the Rocket Team, Benefic Press, 1959	30

Code	Book Title	No. of Books
SU	Ranches and Rainbows, Ginn and Co., 1959 Enrichment reader.	90
SU	Reading With Phonics, Lippincott Co., 1954 Phonics drill. Hay-Wingo method.	30
S	Science for Here and Now, D. C. Heath and Co., 1954	30 *
S	Seeing Why, The New, Winston, 1956 Making Trips to Find Out, Seeds and Plants, Growing, Looking at Things, Air, Water, Earth and Sky, Tools and Machines, Light and Sound.	15
R	Shining Bridges, Macmillan, 1965	50 *
SS	Shining Star, the Indian Boy, Beckley-Cardy Co., 1932 An Algonquin meets a Sioux; they visit other tribes.	42
H	Side by Side, Winston, 1954	16 *
SS	Someday Soon, Scott, Foresman Co., 1948 Recommended for use after Basic 2-1.	16
R	Star Bright, Heath, 1954	15
SS	Stories About Sally, 1961 Picture story book. Sally's School, Sally's Neighborhood, Sally's Summer Vacation Trip.	16 *
R	Storyland Favorites, Laidlaw, 1966	40
R	Story Road, Winston, 1940 Principally animal stories. Level 2-2.	27
SU	Story Train, L. W. Singer Co., 1960 Prose and poetry series. Each story followed by suggestions for activities.	30 *
RR	Submarine Rescue, Harr Wagner, 1959	30
R	The Hidden Lookout, McGraw Hill, 1965	60
H	Three Friends, Scott, Foresman Co., 1960 29 words beyond Basic One. Three Friends follows Happy Days and Good Times of this series.	46 *
R	Today We Go, Macmillan Co., 1951 Concerning transportation.	15 *
R	Town and Country, Allyn and Bacon, 1963	5
RR	Treasure Under the Sea, Harr-Wagner, 1959	20
R	Winning Friends, McCormick-Mathers	60

Code	Book Title	No. of Books
SU	What Next?, Scott, Foresman Co., 1942 Second book of Reading for Independence series Preceded by We Three.	40

THIRD READER LEVEL

Code	Book Title	No. of Books
R	Across the Valley, The John C. Winston Co., 1960 Level 3-2.	14 *
SU	After the Sun Sets, Row, Peterson Co., 1938, 1957 Once-upon-a-time stories.	37
R	Along Friendly Roads, American Book Co., 1963	60
S	Animals, Plants, and Machines, D. C. Heath Co., 1955	16 *
R	Basic Goals in Reading, McGraw Hill, 1962	30
SS	Basic Social Studies, Row, Peterson Co., 1958	15
R	Better Than Gold, Macmillan, 1963	60
SS	Beyond Treasure Valley, The New, American Book Co., 1963	60
SS	Beyond Treasure Valley, American Book Co., 1949 High on a Mountain, Open Fields, Land of Little Rain, Harbor Adventure.	20
R	Book C, Who Cares, McGraw Hill, 1965	60
SS	Buffalo Boy, Benefic Press, 1957 Indians of the Plains	15
SS	Building Our Town, Scribner's, 1950 Primitive Indian Life, Life Among Early Settlers, Rise of Small Industries, Coming of Great Inventions, Life in the Twentieth Century.	46
R	City Sidewalks, Macmillan, 1965	30
H	Come Rain, Come Shine, American Book Co., 1954 Includes lessons in mental health, sportsmanship.	17
RR	Dan Frontier Goes Exploring, Benefic Press, 1963	30
RR	Dan Frontier, Sherriff, Benefic Press, 1960	30
R	Doorways to Adventure, Laidlaw, 1961	30
R	Enchanting Stories, Winston, 1940 Halloween, Christmas, Brownies, Giants, Princes, and Palaces.	80

Code	Book Title	No. of Books
R	Faraway Ports, Winston, 1957 Animal Tales, Homes in Many lands, Long Ago and Today. Level 3-1.	15 *
R	Fire on the Mountain, Benefic Press, 1963	30
SU	Five-and-a-Half Club, The Row, Peterson, Co., 1942 Parallel Third Reader.	21 *
RR	Frogmen in Action, Harr-Wagner, 1959	30
S	From Bicycles to Boomeranges, Harper and Row, 1966	30
R	Fun All Around, Bobbs-Merrill, 1961	60
R	Fun and Fancy, Ginn and Co., 1959	30
SU	Fun With Story Friends, Macmillan Co., 1946 Story-Land Animals, Stories from Far-Away Lands, Pets, In City and Country, Indian Children, Stories Old and New. Level 3-2.	51
H	Health and Safety For You, Ginn and Co., 1954 Food and clothing, work and play as related to health.	15 *
S	How Do We Know?, Scott, Foresman, Co., 1952 Animals, Plants, Land and Water, Wheels and Levers.	24 *
H	How We Grow, Winston Co., 1954	15 *
R	If I Were Going, Row, Peterson Co., 1957 Alice and Jerry Series. Stories of other lands.	15 *
SS	In Country and City, Bobbs-Merrill Co., 1947 Geography Foundation Series.	15 *
R	Into the Wind, The John C. Winston Co., 1960 Level 3-1.	12 *
H	Indiana Adventures, Peek, 1962	35
R	Keeping Your Friends, McCormick, Mathers, 1965	60
S	Learning Why, The New, Winston Co., 1956 Follows New Seeing Why. Emphasizes experimentation.	12 *
S	Let's See Why, Beckley-Cardy Co., 1953 Follows Let's Look Around. Science and Conservation.	15
SS	Little Wolf and the Thunderstick, Benefic Press, 1956 Indians of the Forest.	15
R	Magic Tales, Merrill, 1964	15

Code	Book Title	No. of Books
R	Magic Windows, Allyn and Bacon, 1963	30
R	Meadow Green, Heath, 1964	15
R	Meeting New Friends, Lyons and Carhahan, 1950, 1962 Regular and Classmate.	30
R	Missing Marlin, Harr-Wagner, 1962	30
R	Midnight Visitor, Harr-Wagner, 1962	30
R	Marble Angel, Harr-Wagner, 1962	30
R	More Than Words, Macmillan, 1966	60
SS	New Centerville, Scott, Foresman Co., 1948 Small town, farm, and city life.	14 *
R	On Top of the Hill, Lyons and Carnahan, 1965	50
R	Open Gate, Allyn & Bacon, 1966	20
SS	Open Roads, American Book Co., 1957 Modern McGuffey series.	30
R	Our Good Neighbors, Bobbs-Merrill Co., 1950 City, Farms, Our Country in Other Days, Our Country Today, Indian Friends, Animals of Woods and Fields.	19
SS	Our Home and Our World, Benefic Press, 1943 Home Town, Our Food and Drink, Our Ways of Living, Our Clothing, Our Homes, Traveling, Sending Messages.	15
SS	Our Home and Our Neighbors, American Book Co., 1956 Indian and Pioneer Days, The Turn of the Century, The Place Where We Live. Introduces simple map making.	16
SS	Our Little Neighbors at Work and Play, American Book Co., 1955, Indians, Americans of Long Ago, and Today, Our Earth and Its People.	15
SS	Our Neighbors at Home, Winston Co., 1947 Readiness for geography	59
RR	Peter and the Moontrip, Benefic Press, 1965	30
RR	Peter and the Two Hour Moon, Benefic Press, 1965	30
R	Round the Corner, Macmillan, 1966	30
SS	Sharing Together, Beckley-Cardy Co., 1949 Health, The First American, Seasons, Safety.	20

Code	Book Title	No. of Books
R	Step Lively, Beckley-Cardy Co., 1955	15
R	Story Caravan, Allyn and Bacon Co., 1957 Stories of Long Ago, Make Believe, Holidays, Just For Fun.	15
SU	Story Carnival, L. W. Singer Co., 1960 Prose and Poetry series. Suggestions for activity follow stories.	15 *
SU	Tall Tales, Scott, Foresman Co., 1948 Reading for Independence Series. Follows What Next?	35
R	The Almost Ghost, Lyons and Carnahan, 1966	50
R	Through the Green Gate, Row, Peterson Co., 1939, 1957 Readiness reader on third grade level.	43 *
SU	Treat Shop, Charles E. Merrill Co., 1954	50
SS	Ways of Our Land, Silver-Burdett Co., 1954 Our country and its people treated according to regions.	15
SU	Whatnot Tales, Steck Co., 1957 Wonder-Wonder Series.	15 *
R	Wide Wings, Macmillan Co., 1939 Then and Now Stories, Friends in Other Lands.	18
SS	Workers at Home and Away, Follett Publishing Co., 1950 Food, shelter, clothing transportation.	15 *
SS	Working Together, Follett Publishing Co., 1957 Story of Community Life.	20
SS	Your Town and Mine, Ginn and Co., 1957 City and Country, Food, Clothing and Shelter, Occupations, Public Services.	16 *
	FOURTH READER LEVEL	
R	Adventures With Animals, Scott, Foresman Co., 1958	15
R	Aiming High, McCormick Mathers, 1964	60
R	Along the Sunshine Trail, L. W. Singer Co., 1960 A collection of stories and poems for enrichment.	15
R	American Adventure, American Book Co., 1959	15
R	Believe and Make Believe, Allyn and Bacon, 1957 To be used as a basic reader on fourth level.	25

Code	Book Title	No. of Books
R	Boxcar Children, Silver-Burdett Co., 1947. The copyright date does not indicate that this book should be discarded. Some stories never grow old.	30
RR	City Beneath The Sea, Benefic Press, 1964	30
RR	Dan Frontier Goes to Congress, Benefic Press, 1964	30
RR	Danger Below, Harr-Wagner, 1959	15
M	David Discovers the Dictionary, Coronet Learning Program	20
R	Distant Doorways, Silver-Burdett Co., 1947. Some stories never grow old.	20
R	Down Story Road, Ginn and Co.	20 *
R	Exploring Near and Far, Follett Publishing Co., 1947 A good book for educational material for study. The above average student should enjoy reading it independently.	20
M	Favorite Plays for Classroom Reading	30
R	From Codes to Captains, Row, Peterson and Co., 1960 Designed to develop good reading and study skills.	15 *
RR	Gatie the Alligator, Harr-Wagner, 1964	30
R	Gardo and the Hidden Treasures, Steck Co., 1955 Children in grades four through six will enjoy the story of Gordo, an inquisitive young racoon who wanders over Mexico in search of a golden treasure.	15 *
R	High Climber, Allyn and Bacon, 1965	30
R	Just Imagine, Scott, Foresman, and Co., 1955 A transition reader designed to review vocabulary at the beginning of fourth grade.	59 *
G	Land of Great Lakes, Harr-Wagner,1958	20
H	Living in Indiana, Wheeler, 1948	15
H	Living Indiana History, Dr. Fay, Revised edition	40 *
R	Magic Carpet, Charles E. Merrill, Inc., 1954 An excellent literature reader for supplementary use.	60 *
R	New Trails, Lyons and Carnahan, 1965	20
R	Ourselves and Others, Beckley-Cardy Co., 1945 There are many interesting stories. For either fourth or fifth graders.	20

Code	Book Title	No. of Books
SS	Pioneer Children of America, D. C. Heath and Co., 1947 This should be used with pioneer unit in reader.	33
R	Shining Hours, Bobbs-Merrill, 1964	60
R	Singing Wheels, Harper and Row, 1965	50
RR	Skipper the Dolphin, Harr-Wagner, 1964	30
RR	Sleeky the Otter, Harr-Wagner, 1964	30
R	Surprise Island, Scott, Foresman and Co., 1949 vocabulary; middle grade interest.	30
RR	Tawny the Mountain Lion, Harr-Wagner, 1964	30
R	The Barking Cat, Lyons and Carnahan, 1966	30
RR	The Search For Piraha, Benefic Press, 1964	30 *
H	Through the Years in Indiana, Harlow, 1956	30
R	Willow Whistle, Cornelia Meigs, The Macmillan Co., 1938 It is a continuous story about pioneers and Indians.	20
RR	Whale Hunt, Harr-Wagner, 1962	30 *

FIFTH READER LEVEL

Code	Book Title	No. of Books
R	Across the Blue Bridge, Charles E. Merrill, Inc., 1960 A supplementary reader. A collection of good literature.	15
R	Along Story Trails, Ginn and Co., 1962	30
R	Better Than Gold, Lyons and Carnahan, 1966	50
R	Bold Journeys, Macmillan, 1966	40
R	Days of Adventure, Lyons and Carnahan Co., 1949 Regular Edition	15 *
R	Days of Adventure, Lyons and Carnahan Co., 1949 Classmate Edition.	15 *
R	Enchanted Isles, Charles E. Merrill, Inc., 1954	45 *
R	Finding the Way, Allyn and Bacon, 1957	15
R	Gaining New Heights, McCormick Mathers, 1964	60 *
R	More Days and Deeds, Scott Foresman, 1955	75
R	New Roads, Lyons and Carnahan, 1965	35

Code	Book Title	No. of Books
H	Our Country's Story, Laidlaw, 1958	60
R	Old World Lands, Silver-Burdett, 1959	10
R	Sacred Wall of Sacrafice, Benefic Press, 1964	30
R	Towboat Summer, Allyn and Bacon, 1965	30
R	Indiana Through the Years, 1962	15
R	Rocket Divers, Harr-Wagner, 1962	20
R	Time For Adventure, Bobbs-Merrill	60 *
R	Time To Live, Allyn & Bacon, 1953	25
R	Words With Wings, Laidlaw, 1964	30
R	Aboard the Story Rocket, L. W. Singer Co., 1960 An interesting collection of prose and poetry.	15
R	Adventure Lands, Charles E. Merrill, 1954 A supplementary reader containing stories of the good literature type.	15 *
R	Arrivals and Departures, Allyn and Bacon, 1957 A basic reader.	15 *
R	Beyond the Horizon, Bobbs-Merrill, 1964	60 *
SS (H)	Builders of the Old World, D. C. Heath and Co., 1955 This is a history to be used in building background for the social studies program.	33
R	Courage and Adventure, Laidlaw, 1963	15
SS	Exploring American Neighbors, Follett, Publishing Co., 1960, and 1958 editions.	16 *
R	From Actors to Astronauts, Harper and Row, 1964	30
G	Illustrated Atlas of Today's World, Rand McNally	12
R	Into New Worlds, Macmillan, 1966	35
R	Living All Your Life, Allyn and Bacon, 1951	40
R	New Horizons, Lyons and Carnahan, 1965	60 *
R	Reaching Ahead, McCormick Mathers, 1964	60
R	Sky Country, Allyn and Bacon, 1965	30

Code	Book Title	No. of Books
R	Today and Tomorrow, D. C. Heath, 1955	40
R	Three Green Men, Lyons and Carnahan, 1966	50 *
R	Your People and Mine, Ginn and Co., 1954	30
	SIXTH AND SEVENTH READER LEVEL	
G	Latitude and Longitude, Coronet Learning	45
G	Maps and How We Read Them, Coronet Learning	45